

## NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

### ADMINISTRATION

David B. Lipsky, dean

Robert Smith, associate dean, academic affairs

Ronald L. Seeber, associate dean, extension and public affairs

Jonathon Levy, assistant dean, administration

James E. McPherson, assistant dean, Office of Student Services

Shirley Harper, librarian

Ronald G. Ehrenberg, director, research

Theodore Lindsley, director, school relations

Frances Benson, director, publications

Tom Herson, director of budget

Lawrence K. Williams, graduate faculty representative

Donald Cullen, editor, *Industrial and Labor Relations Review*

### DEGREE PROGRAM

	Degree
Industrial and Labor Relations	B.S.

### THE SCHOOL

The School of Industrial and Labor Relations at Cornell (ILR) is a small school within a large university, and it tries to maintain the small-college atmosphere that would be expected of an institution that has about 630 undergraduates and approximately 100 graduate students.

The school is located in a unified complex of classroom buildings, library, and administrative and faculty offices clustered around two courtyards. Daily classroom activities and other school events provide opportunities for students and faculty to interact. ILR students are members of the larger Cornell community and participate fully in its programs.

Almost half of the school's typical freshman class comes from the greater New York City area. Another 30 percent live in other parts of New York State. Students from other states and a few from foreign countries make up the rest of the class. Women constitute about 50 percent of recent entering classes, and minority students comprise about 20 percent of new freshmen and transfer students.

Students enrolled in the School of Industrial and Labor Relations at Cornell may take a substantial number of courses in the other six undergraduate colleges and schools of the university, including the College of Arts and Sciences. Cornell students have access to all of the libraries and other services of the university.

The school operates in four areas: (1) resident instruction, (2) extension and public service, (3) research, and (4) publications. It provides instruction to undergraduates and graduate

students who are preparing for careers in the field, as well as to men and women already engaged in industrial relations activities and the general public through its Extension and Public Service Division.

The school's Conference Center, part of the extension division, initiates and hosts conferences covering the full scope of industrial and labor relations. The center provides continuing education and information to practitioners and scholars.

The Research Division develops materials for resident and extension teaching and originates studies in industrial and labor relations. The Publications Division publishes and distributes the research results.

### DEPARTMENTS OF INSTRUCTION

Courses in the school are organized into six departments:

#### Collective Bargaining, Labor Law, and Labor History

In the study of workers, employers, and the government policies affecting them, members of this faculty concentrate on subjects of industrial and labor relations best understood by reliance on the fields of administration, economics, history, and law. Courses explore subjects within the framework of American society, stress fundamental forces of change, and analyze texts and empirical data with methods drawn from the social sciences, the humanities, and the legal professions.

#### Economic and Social Statistics

Economic and Social Statistics includes the principles of statistical reasoning, statistical methods, and the application of statistical tools of analysis.

#### International and Comparative Labor Relations

International and Comparative Labor Relations is concerned with industrial and labor relations systems and labor markets in other parts of the world. Countries include those in Western Europe, as well as the newly industrializing countries in Asia and the Third World.

#### Labor Economics

Labor Economics deals with labor markets: that is, the institutional arrangements, terms, and conditions under which workers supply their labor and under which firms demand their labor. Faculty members are especially concerned with understanding the workings of labor markets and the effects of various public policies. The topics dealt with in courses and research include the following: analysis of the labor force, employment and unemployment, wages and related terms of employment, income distribution, income security programs, health and safety in industry, retirement, pensions and social security, economic aspects of collective bargaining, and economic demography.

#### Organizational Behavior

By studying individuals, groups, single organizations, and associations or organizations, persons in the field of Organizational Behavior understand human behavior within organizations as well as the actions of the organizations themselves. At the individual level of analysis, courses consider motivation, leadership, attitudes, personality, group processes, organizational change, and worker participation. At the organizational level, courses examine occupations, deviance in the work place, conflict, power, organizational design, public policy regarding organizations, and industrial conflict. The department also offers courses on research methods in organizational research and general survey courses in both psychological and sociological research.

#### Personnel and Human Resource Studies

This department offers specialization in personnel management or human resource studies. Personnel management focuses on employer-employee relationships and deals with such topics as human-resource planning, staffing, computer applications to personnel, personnel information systems, training, management development, performance appraisal, compensation administration, organization development, and the sociological environment of personnel management. The study of human resource policy focuses on government efforts to enhance the population's ability to be employed. Although primarily concerned with governmental measures that influence the supply of labor (for example, training, education, health, mobility, and immigration), the subject area also includes policies in private industry that relate to the demands for labor.

A full list of required and elective courses is available from the Office of Student Services, 101 Ives Hall.

### RESIDENT INSTRUCTION

This division conducts the on-campus programs leading to the degrees of Bachelor of Science, Master of Industrial and Labor Relations, Master of Science, and Doctor of Philosophy from Cornell.

#### Office of Student Services

Staff members from the Office of Student Services, 101 Ives Hall, work closely with faculty and faculty committees to administer degree programs for the school and many of the school's support services. The office's responsibilities include the admitting and orienting of new students, maintaining students' personal and academic records, and counseling students on personal and academic problems. The office also works closely with seniors who are planning graduate study.

## Counseling and Advising

New students will be provided advising on orientation, academic procedures, and course registration by counselors in the Office of Student Services.

Each of the school's academic departments names faculty members to serve as advisers for students who wish to consult with them regarding career possibilities in the field, postgraduate programs, or similar matters. Questions or issues related to graduation requirements, course registration, and related academic procedures should be raised with counselors in the Office of Student Services.

## Minority Programs

Cornell University administers a variety of special opportunity programs designed to provide financial assistance and other forms of assistance to (1) minority students and (2) low-income students meeting program guidelines. The purpose of these programs is to open access to a Cornell education for capable students who otherwise might not secure the admissions consideration, financial assistance, or supportive services necessary for their success at the university. The associate director for minority education in the Office of Student Services provides academic and personal counseling to all ILR minority students. ILR offers a variety of support services to enhance academic achievement. For details, prospective students should contact ILR Admissions.

## STUDY OPTIONS

Several study options are open to ILR undergraduates, making it possible to tailor a program to fit special circumstances.

One such option is the five-year ILR master's degree. With early planning, some students may earn the M.S. degree in the fifth year. Using another option, some ILR students arrange for dual registration in the Johnson Graduate School of Management, earning their bachelor's degree in ILR and a master's degree in the Johnson Graduate School of Management after five years of study.

Some students elect to spend a semester in New York City, Albany, or Washington, D.C., with a chance to observe actual labor problem solving as interns in congressional offices, labor organizations, personnel offices, and state and federal agencies. For more information, see "Special Academic Programs," below.

Study abroad options are also available at a number of foreign universities. Qualified students may spend a semester or a full year studying abroad.

A number of ILR courses deal directly with today's problems and involve fieldwork in the Ithaca area and elsewhere in New York State.

The ILR program allows juniors and seniors who want to conduct their own research to receive course credit for individually directed studies if the program is supervised by a faculty member.

## Study in Absentia

Registration in absentia enables a student to seek admission in another American institution for a semester or a year and transfer credit toward completion of the Cornell degree. This

study option requires the development of a plan of study, a statement of appropriate reasons for study away from the university (e.g., availability of courses not offered at Cornell), good academic standing, approval of the plan by the director of student services, and payment of a special in absentia registration fee. Course work taken in absentia is usually not evaluated for transfer credit until the work has been completed and the student has returned to the school. Students then submit a course syllabus and other evidence of content to the chairman of the department that might have offered the respective course, or to a counselor in the Office of Student Services if the course is more appropriate as a general elective.

## Leave of Absence or Withdrawal

If a student desires to withdraw or to take a leave of absence from the university, an interview should be scheduled with a counselor in the Office of Student Services. Counselors will assist students in petitioning for approval of a leave of absence and in contacting the appropriate offices or departments of the university.

## REQUIREMENTS FOR GRADUATION

To earn the Cornell Bachelor of Science degree in industrial and labor relations, the student needs to successfully complete 120 credits. This requires eight terms for an average of 30 credits a year although some students accelerate their studies.

## Required Courses

(55 credits)

The curriculum prescribes the courses and subjects listed in the table below, to be taken in the terms indicated during the freshman, sophomore, and junior years. In the senior year, all courses will be electives.

Course or Subject	Credits	Term
<b>Freshman Year</b>		
Freshman Seminars*	6	Fall and spring
Econ 101-102, Micro-Macroeconomics*	6	Fall and spring
Psych 101, Introduction to Psychology*	3	Fall
ILRCB 100, United States Labor History in the Nineteenth Century	3	Fall
ILROB 120, Macro Organizational Behavior and Analysis	3	Fall
ILRST 210, Statistics I	4	Spring
Any two of the following:	6	Spring
ILRCB 101, United States Labor History in the Twentieth Century		
ILRLE 140, Development of Economic Institutions		
ILROB 121, Micro Organizational Behavior and Analysis		
Physical education	0	Fall and spring

## Sophomore Year

ILRCB 201, Labor Relations Law and Legislation	3	Fall
ILRLE 240, Economics of Wages and Employment	3	Fall
ILRST 211, Statistics II	3	Fall
ILRPR 260, Personnel Management	3	Fall or spring
ILRCB 200, Collective Bargaining	3	Spring
Ag Econ 221, Financial Accounting	3	Spring
ILRCB 101 or ILRLE 140 or ILROB 121	3	Spring

## Junior Year

ILRLE 340, Economic Security	3	Fall or spring
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\*College of Arts and Sciences

## Elective Courses

(65 credits)

From the courses offered by the school, students must select a minimum of 27 credits of ILR elective courses. No more than 9 of these credits may be satisfied by ILR 499, Directed Studies, or ILR 497-498, Internships, or ILR 495, Honors Program.

Undergraduates are required to select one course in the humanities and one intensive writing course (each for a minimum of three credits) from a list of designated courses to be completed during the sophomore, junior, or senior years.

The remaining 33 credits may be selected from the courses of any other college at Cornell, but a student who takes more than 33 credits in the endowed colleges (the College of Architecture, Art, and Planning; the College of Arts and Sciences; the Johnson Graduate School of Management; the College of Engineering; and the School of Hotel Administration) will be billed for the additional tuition at the current cost per credit.

The number of credits that may be taken in the endowed colleges at no additional cost to the student may be changed at any time by official action of the school.

## SCHEDULING AND ATTENDANCE

### Schedule Changes

Occasionally it may be necessary for a student to request changes in his or her course schedule either before a term begins or during the semester. Such requests must be directed to the Office of Student Services to avoid possible loss of academic credit.

### Class Attendance

It is each student's responsibility to attend all scheduled classes unless approved excuses have been given by the faculty. In some courses an instructor may permit a maximum number of class absences without a grade penalty or dismissal from the course. An explanation for absence from class may occasionally be secured from the Office of Student Services in advance of the expected absence. An approved absence may be warranted by:

- 1) participation in authorized university activities such as athletic events, dramatic productions, or debates;
- 2) medical problems supported by a record of clinic or infirmary treatment;
- 3) serious illness or death in the immediate family;
- 4) other circumstances beyond the student's control.

A request for explanation of an absence should, when possible, be made to the Office of Student Services before the date of expected absence. A reported and explained absence does not relieve a student from fulfillment of academic requirements during the period of absence. The course instructor has the authority to determine what work must be completed. The office can only confirm the explanation for absence. Students should inform the Office of Student Services of any problems they have meeting course requirements.

## ACADEMIC STANDING AND GRADES

### Academic Integrity

In 1987 the faculty of the School of Industrial and Labor Relations approved a revised code of academic integrity. This code, while based on the Cornell University code, varies somewhat.

Absolute integrity is expected of all Cornell students in all academic undertakings. They must in no way misrepresent their work, fraudulently or unfairly advance their academic status, or be a party to another student's failure to maintain academic integrity. The code specifically prohibits:

- 1) knowingly representing the work of others as one's own;
- 2) using or obtaining unauthorized assistance in any academic work;
- 3) fabricating data in laboratory or field work;
- 4) giving fraudulent assistance to others;
- 5) fabricating data in support of laboratory or field work.

Full details on the applications of those prohibitions to course work, term papers, examinations, and other situations are listed in the code. Copies are available from the Office of Student Services, 101 Ives Hall.

### Dean's List

A Dean's List is compiled for each of the four undergraduate classes each term on the seventh day following receipt of final grades from the registrar. Eligibility for the Dean's List is determined by applying all of the following criteria:

- 1) achievement of a term average for freshmen of 3.3 or better; for sophomores of 3.4 or better; and for juniors and seniors of 3.6 or better;
- 2) a minimum course load for the term of 12 letter-graded credits;
- 3) completion of all courses registered for at the beginning of the term;
- 4) satisfaction of all good-standing requirements.

### Academic Standing

Good standing requires that all of the following criteria be met at the end of each term:

- 1) an average of C- (1.7) for the semester's work, including a minimum of 8 completed and letter-graded credits;
- 2) no failing grades in any course, including physical education;
- 3) a cumulative average of C- (1.7) for all completed terms.

If at the end of any term a student fails to maintain good standing or if overall academic performance is so marginal as to endanger the possibility of meeting school and university degree requirements, his or her record is reviewed by the Committee on Academic Standards and Scholarships. The committee may issue a written warning to the student at that time. If a student does not improve after the written warning, he or she may be denied permission to register for the next term.

### Involuntary Separation from the School for Academic Reasons

A student may be denied permission to reregister at the end of any term when he or she has failed:

- 1) to establish good standing after a semester on warning;
- 2) to maintain an average of 1.7 in any term after a previous record of warning;
- 3) to achieve good standing after being on warning any two previous semesters;
- 4) two or more courses in one term or has a term average of 1.0 or below.

The Academic Standards and Scholarship Committee may decide to permit a student to remain on warning more than one semester if there has been significant improvement even though the cumulative average is still below 1.7.

### S-U Grading Policy

An undergraduate may register to receive a final grade of S (Satisfactory) or U (Unsatisfactory) in courses that offer this option—either in the school or in other divisions of the university—subject to the following conditions:

- 1) the S-U option may be used in ILR and in out-of-college course electives only, not in directed studies;
- 2) students are limited to registering in two S-U courses a term;
- 3) S-U registration is limited to 4 credits for each course;
- 4) students registering for S-U grades must be in good standing;
- 5) students must fulfill the graduation requirement of 105 letter-graded credits.

ILR faculty members assign a grade of U for any grade below C- and a grade of S for any grade of C- or better. A grade of U is considered equal to an F in determining a student's academic standing, although it is not included in the cumulative average.

No change of grading (from letter to S-U or from S-U to letter) may be made after the first three weeks of class. There are no exceptions to this restriction, and appeals will not be accepted.

### Grades of Incomplete

A grade of incomplete is assigned when the course has not been completed for reasons that are acceptable to the instructor. It is understood that the work may be completed later and credit given. Instructors may grant a grade of incomplete for a limited number of clearly valid reasons, but only to students with substantial equity in a course. A firm and definite agreement on the conditions under which it may be made up must be made with the instructor. The school's policy allows a maximum of two full terms of residence for removal of a grade of incomplete. If it is not made up within this time, the grade automatically becomes an F.

## SPECIAL ACADEMIC PROGRAMS

To meet the special academic objectives of some students, the school's faculty has established several special academic programs. For additional information, students should contact a counselor in the Office of Student Services. Counselors will explore the program with students to help them decide if it suits their interests.

### Dual Registration in the Johnson Graduate School of Management

Dual informal registration in the Johnson Graduate School of Management leads to a Bachelor of Science degree in industrial and labor relations and a master's degree in management after five years of study and is open to students who meet the requirements of the Johnson Graduate School of Management.

Early planning by each student, preferably in the sophomore year, is desirable to ensure that the expectations of the Johnson Graduate School of Management and ILR curriculum requirements are fulfilled. Students interested in the very limited and selective program of the Johnson Graduate School of Management should contact the Admissions Office, 319 Malott Hall, and a counselor at the Office of Student Services.

### Five-Year Master of Science Degree Program

With early planning it is possible to earn the M.S. degree in a fifth year of study. This program is designed specifically for those who wish concentrated study in an area of specialization in the school for a Master of Science degree. Students considering this program should consult a counselor in the Office of Student Services after their freshman year.

### Internships

The Credit Internship Program has provided students with a vivid understanding of problems in labor and industrial relations through observation and participation in "real-life" labor problem solving. A number of selected students spend a term of the junior year in Albany, New York City, or Washington, D.C., in close contact with practitioners. Their activities include independent research under direction of ILR faculty members and seminars drawing on fieldwork experience with employers, labor organizations, and government agencies. More information about this program is available from the Office of Student Services.

## Honors Program

Undergraduates who are ranked in the top 20 percent of their class at the end of the junior year may propose a two-semester research project, an honors thesis, for review by the Committee on Academic Standards and Scholarships. When approved, the candidate for graduation with honors works for two semesters (for 3 credits in each term) to research, write, and then defend the thesis.

## Study Abroad

Cornell students with strong academic records and the necessary preparation in required and elective courses are encouraged to consider study abroad. The university currently has agreements with universities in Germany, Israel, England, and the Scandinavian countries that permit undergraduates to register for courses while maintaining Cornell registration and financial aid for a semester or a year. Information about those opportunities may be requested from Cornell Abroad, in the Center for International Studies, 130 Uris Hall.

Some study abroad programs require the development of language proficiency and preparation in appropriate courses at Cornell. Students should consult the Office of Student Services and Cornell Abroad in the freshman and sophomore years to be sure that they comply with the academic and procedural requirements for study abroad.

## COLLECTIVE BARGAINING, LABOR LAW, AND LABOR HISTORY

J. Burton, chair; G. Brooks, T. Crivens, D. Cullen, C. Daniel, I. DeVault, C. Erickson, M. Gold, C. Gramm, J. Gross, H. Katz, G. Korman, R. Lieberwitz, S. Kuruvilla, D. Lipsky, P. Ross, N. Salvatore, R. Seiber, J. Windmuller

### 100 Introduction to U.S. Labor History: Nineteenth Century

Fall. 3 credits.  
C. Daniel, I. DeVault, G. Korman, N. Salvatore.

This two-semester sequence covers the major changes in the nature of work, the workforce, and the institutions involved in industrial relations in the United States through the end of the nineteenth century.

### 101 Introduction to U.S. Labor History: The Twentieth Century

Spring. 3 credits.  
C. Daniel, I. DeVault, G. Korman, N. Salvatore.

This two-semester sequence covers the major changes in the nature of work, the workforce, and the institutions involved in industrial relations in the United States from the end of the nineteenth century up to the present.

### 200 Collective Bargaining

Fall or spring. 3 credits.  
C. Erickson, C. Gramm, H. Katz, S. Kuruvilla.

A comprehensive study of collective bargaining; the negotiation and scope of contracts; the day-to-day administration of contracts; the major substantive issues in bargaining, including their implication for public policy; and the problem of dealing with industrial conflict.

### 201 Labor Relations Law and Legislation

Fall, spring, or summer. 3 credits.  
T. Crivens, M. Gold, J. Gross, R. Lieberwitz.

A survey of the law governing labor relations. The legal framework in which the collective bargaining relationship is established and bargaining takes place is analyzed. Problems of the administration and enforcement of collective agreements are considered, as are problems of protecting individual employee rights in the collective labor relations context. Also serves as an introduction to the legal system and method and to legal and constitutional problems of governmental regulation of industrial and labor relations.

### 301 Labor Union Administration

Fall. 3 credits. Prerequisites: ILRCB 100 and 201.

G. Brooks.  
Study and analysis of the structure and operations of American unions, including the complicated internal life of the organizations: the varied environments in which unions develop and grow or decline; the relationship of national unions, local unions, and members in the many different aspects of internal union government; the ways in which unions are set up to handle organizing, collective bargaining, contract administration, and political activity; and the widespread movement toward merger and consolidation of unions that began in the sixties and continues today. All of these will involve a study of union constitutions and other primary documents, in addition to secondary readings. Attention will be given to relevant legislation, current problems of unions, and the eternal problems of attaining union democracy.

### 303 Research Seminar in the Social History of American Workers

Fall or spring. 4 credits. Limited to upperclass students who have demonstrated their ability to undertake independent work and who have received permission of the instructor.

G. Korman.  
An examination of a different subject each year.

### 304 Seminar in the History, Administration, and Theories of Industrial Relations in the United States

Fall or spring. 4 credits. Prerequisite: permission of instructor.

C. Daniel, I. DeVault, G. Korman, N. Salvatore.  
Designed to explore the social, economic and political background of industrial relations in the history of the United States. Examines a different subject each year.

### 305 Labor in Industrializing America: 1865-1920

Fall. 3 credits. Prerequisites: ILRCB 100 and 101.

N. Salvatore.  
Examines the experience of working people in the years between the Civil War and World War I. It will explore both the workers themselves—their organization, diverse cultures, ethnic and racial traditions, and political activities—and the dramatic changes in industry that restructured American life during this period.

### 381 Jewish Workers in Europe and America, 1835-1948

Fall or spring. 4 credits. Open to sophomores, juniors, and seniors.

G. Korman.  
This course in comparative history examines the complex experiences of the Yiddish-speaking immigrant workers and their families. A special subject of interest is the extraordinary history of the Jewish working classes between 1924 and 1948.

### [384 Women and Unions

Fall or spring. 4 credits. Not offered 1990-91.  
I. DeVault.

This seminar will explore women's participation in the United States labor movement in the nineteenth and twentieth centuries. Issues covered will include women workers' relations with male-dominated union movements, the role of cross-class alliances of women in organizing women workers, interactions with radical parties and organizations, problems faced by women union leaders and activities, and others.]

### 400 Union Organizing

Spring, weeks 1-7. 2 credits.  
2 meetings each week. D. Cullen.

This course explores various aspects of unions' attempts to organize workers: why some workers join unions and others do not; the techniques used by both unions and employers during organizing campaigns; and the present law of organizing and proposed amendments to that law. Includes an examination.

### 403 The Law of Workers' Compensation

Fall, weeks 1-7. 2 credits. Prerequisite: ILRCB 201/501 or permission of instructor.  
J. Burton.

A survey of legal aspects of workers' compensation, the program that provides cash benefits, medical care, and rehabilitation services to workers disabled by work-related injuries and diseases.

### 404 Contract Administration

Fall, weeks 1-7. 2 credits. Prerequisites: undergraduates, ILRCB 200 and 201; graduate students, ILRCB 500 and 501.  
Staff.

This course bridges the gap between ILRCB 200 (500), Collective Bargaining, and ILRCB 602, Arbitration. It focuses on various aspects of dispute settlement process prior to final resolution. The intent of the course is to expand the knowledge of students rather than to develop personal skills. It includes such topics as (1) the historical development of contractual grievance process, (2) the merits of various alternative processes that have been adopted by unions and managements in the United States, (3) the impact of external law on the behavior of the parties in the adjustment process, (4) a comparison of the U. S. system with systems in other industrialized economies, (5) current issues and problems in the systems, (6) nonunion grievance processes, and (7) ongoing experimental alternatives to the standard systems.



**406 History of the Black Worker in the United States**

Fall. 3 credits. Prerequisite: ILRCB 100.  
J. Gross.

Intended to introduce the student to the history of the black worker in the United States through a review and analysis of the existing literature of black labor history and through source documents from the National Archives. Discussions will center around the black worker in agriculture, industry, and government; black worker migrations; black workers and organized labor; and black workers, discrimination, and the law.

**407 Contemporary Trade Union Movement**

Fall. 3 credits. Prerequisites: ILRCB 100/502, upperclass standing.  
N. Salvatore.

An examination of contemporary trade union issues in the context of labor's history since World War II. Among the issues to be discussed are centralization of union power, union democracy, political action, and strategies of collective bargaining. A series of speakers from the union movement will address the class. Midterm, final, and term paper are required.

**482 Ethics at Work**

Fall or spring. 7 weeks. 2 credits.  
M. Gold.

Major theories of ethics are used to examine a number of ethical issues in the employment relationship, including genetic screening of job applicants, random drug testing of employees, affirmative action, discipline for off-duty conduct, whistle-blowing, worker safety and cost/benefit analysis, comparable worth, strikes by employees providing crucial services, and crossing a picket line.

**484 Employment Discrimination and the Law**

Fall. 4 credits. Prerequisite: ILRCB 201/501 or equivalent.  
T. Crivens, M. Gold.

An examination of legal problems involving employment discrimination based on race, color, religion, sex, national origin, or age. The impact of developing principles of law on preemployment inquiries and testing, seniority and promotions, and other personnel policies, practices, and procedures are discussed. The requirements of affirmative action under Executive Order 11246, as amended, are analyzed. Special attention is given to the role of state law in resolving employment discrimination claims and the procedural framework for raising and adjudicating such claims before administrative agencies and the courts.

**485 The Law of Occupational Safety and Health**

Fall, weeks 7-14. 2 credits. Prerequisite: ILRCB 201/501 or permission of instructor.  
J. Burton.

Primary concern is legal developments concerning the Occupational Safety and Health Act of 1970. Limited attention to related legal issues such as arbitration of safety and health issues.

**488 Liberty and Justice for All**

Fall. 3 credits. Limited to 16 students.  
M. Gold.

An examination of contemporary issues from the perspectives of philosophy, law, and the social sciences. Topics will be selected from among the following: affirmative action and reverse discrimination, the right to life (from abortion to capital punishment), comparable worth, and constitutional rights such as freedom of speech.

**495 Honors Program**

Fall and spring (yearlong course). 3 credits each term. Admission to the ILR senior honors program may be obtained under the following circumstances: (a) students must be in the upper 20 percent of their class at the end of their junior year; (b) an honors project, entailing research leading to completion of a thesis, must be proposed to an ILR faculty member who agrees to act as thesis supervisor; and (c) the project, endorsed by the proposed faculty sponsor, is submitted to the Committee on Academic Standards and Scholarships. Accepted students embark on a two-semester sequence. The first semester consists of determining a research design, familiarization with germane scholarly literature, and preliminary data collection. The second semester involves completion of the data collection and preparation of the honors thesis. At the end of the second semester, the candidate is examined orally on the completed thesis by a committee consisting of the thesis supervisor, a second faculty member designated by the appropriate department chair, and a representative of the Academic Standards and Scholarship Committee.

**497-498 Internship**

Fall or spring. 497, 3 credits; 498, 6 credits.  
Staff.

All requests for permission to register for an internship must be approved by the faculty member who will supervise the project and the chairman of the faculty member's academic department before submission for approval by the Committee on Academic Standards and Scholarship. Upon approval of the internship, the Office of Student Services will register each student for 497, for 3 credits graded A+ to F for individual research, and for 498, for 6 credits graded S-U, for completion of a professionally appropriate learning experience, which is graded by the faculty sponsor.

**499 Directed Studies**

Fall or spring. 3 credits.  
For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration is normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult a counselor in the Office of Student Services at the time of course registration to arrange for formal submission of their projects for approval by the Academic Standards and Scholarship Committee.

**500 Collective Bargaining**

Fall or spring. 3 credits. Open only to graduate students. Recommended: ILRCB 501 taken previously or concurrently.

C. Gramm, H. Katz, S. Kuruvilla.

A comprehensive study of collective bargaining, with special emphasis on philosophy, structures, process of negotiations, and administration of agreements. Attention is also

given to problems of handling and settling industrial controversy, the various substantive issues, and important developments and trends in collective bargaining.

**501 Labor and Employment Law**

Fall, spring, or summer. 3 credits.

T. Crivens, M. Gold, R. Lieberwitz.

A survey and analysis of the law governing labor relations and employee rights at the workplace. The first half of the course examines the legal framework within which collective bargaining takes place, including union organizational campaigns, negotiations for and enforcement of collective bargaining agreements, and the use of economic pressure. The second half of the course surveys additional issues of rights in employment, including such topics as employment discrimination, the developing law of "unjust dismissal," and union democracy.

**502 History of Industrial Relations in the United States since 1865**

Spring. 3 credits.

C. Daniel, I. DeVault, G. Korman, N. Salvatore.

This introductory survey course emphasizes historical developments in the twentieth century. Special studies include labor union struggles over organizational alternatives and such other topics as industrial conflicts, working-class life styles, radicalism, welfare capitalism, union democracy, and the expanding authority of the federal government.

**[600 Advanced Seminar in Labor Arbitration**

Spring. 3 credits. Limited to juniors, seniors, and graduate students. Prerequisites: ILRCB 602 or equivalent and permission of instructor. Not offered 1990-91.

J. Gross.

An advanced seminar in labor arbitration emphasizing the practical aspects of current labor arbitration techniques and problems. Subjects considered range from laboratory exercises in the presentation of an arbitration case, the preparation of prehearing and posthearing briefs, and the writing of an arbitration opinion and award, to the investigation and evaluation of the experience of labor arbitrators, with selected case problems arising in state and federal employment and public education as well as in the private sector.]

**[601 The Bargaining Process: Theory and Practice**

Fall. 3 credits. Prerequisite: ILRCB 200/500. Not offered 1990-91.

D. Lipsky.

Focus is on theories of the bargaining process, including economic, behavioral, game-theoretic, political, and social-psychological approaches to the bargaining problem. Will consider union wage policy, particularly the formulation of union goals in bargaining. Union and management preparation for negotiations, bargaining strategies and tactics, and bargaining power are some of the facets of the bargaining process that will be discussed. Attempts at empirical verification of various bargaining theories will also be considered. Theoretical and analytical principles will be developed in assigned readings and class discussions. The application and practical relevance of these principles will be explored through mock negotiations and other exercises.]

**602 Arbitration**

Fall or spring. 4 credits. Limited to 21 students. Prerequisites: undergraduates, ILRCB 200; graduate students, ILRCB 500; permission of instructor.

J. Gross.

A study of the place and function of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the handling of materials in briefs or oral presentation, the conduct of a mock arbitration hearing, and the preparation of arbitration opinions and post-hearing briefs.

**[603 Governmental Adjustment of Labor Disputes]**

Fall or spring. 3 or 4 credits. Prerequisites: undergraduates, ILRCB 200; graduate students, ILRCB 500. Not offered 1990-91.

Staff.

An examination of the various governmental techniques for dealing with labor disputes in both the private and public sectors, including mediation, fact-finding arbitration (both voluntary and compulsory), the use of injunctions, and seizure. The course also examines the application of these techniques under the Railway Labor Act, Taft-Hartley Act, and various state acts.]

**604 Readings in the Literature of American Radicalism and Dissent**

Fall or spring. 3 credits. Limited to seniors and graduate students.

N. Salvatore.

Each term, concentration is on a different historical aspect of American radicalism and dissent.

**605 Readings in the History of Industrial Relations in the United States**

Fall. 3 credits. Limited to seniors and graduate students.

C. Daniel, G. Korman, N. Salvatore.

A seminar covering, intensively, original printed sources and scholarly accounts for different periods in American history.

**606 Theories of Industrial Relations Systems**

Fall or spring. 3 credits. Limited to seniors and graduate students. Prerequisites: seniors, ILRCB 100, 101, 200; graduate students, ILRCB 500.

H. Katz.

This course will trace the evolution of theory and research on industrial relations. Topics include: theories of the labor movement, institutional models and evidence regarding what unions do, the origins of internal labor markets and their relationship with unionization, models of strikes, empirical assessments of arbitration, research on union decline, and empirical evidence of the impacts of new technology.

**607 Values in Law, Economics, and Industrial Relations**

Fall or spring. 3 credits.

J. Gross.

An examination of the often hidden values and assumptions that underlie the contemporary U.S. systems of employment law, work and business, and industrial relations. Classroom discussions and student research projects will use novels and short stories (as well as the literature of industrial and labor relations) to focus on issues such as: discrimination; law, economics and the state; work and business; power, conflict and protest; and rights and justice.

**608 Special Topics in Collective Bargaining Labor Law, and Legislation**

Fall or spring. 3 credits. Prerequisites: undergraduates, ILRCB 201; graduate students, ILRCB 502.

Staff.

The areas of study are determined each semester by the instructor offering the seminar.

**609 Law of Workers' Compensation**

Fall. 3 or 4 credits. Prerequisite: ILRCB 201/501 or permission of instructor.

J. Burton.

A survey of legal aspects of workers' compensation, the program that provides cash benefits, medical care, and rehabilitation services to workers disabled by work-related injuries and diseases. Includes a brief introduction to the disability benefits provided by the Social Security program and to negligence suits by injured workers.

**650 Service Work and Workers in Historical Perspective**

Fall or spring. 3 credits.

I. DeVault.

This course takes a historical perspective on the development of a service economy in the United States. Readings will include general and theoretical works, but the main focus will be recent historical scholarship on specific occupations and situations in the "nonproductive" workforce. Students will explore primary sources for research on the subject and write research papers.

**651 Industrial Relations in Transition**

Spring. 3 credits. Limited to seniors and graduate students.

C. Erickson, H. Katz.

Considers whether recent developments such as concession bargaining, worker participation programs, and the growth of nonunion firms represent a fundamental transformation in industrial relations practice. Will review recent research and new theories arguing that such a transformation is occurring, including the work of Piore and Sabel, Bluestone and Harrison, and Kochan, McKersie, and Katz. Will also review the counterarguments and evidence put forth by those who believe no such transformation is under way. Course material will focus on industrial relations practice in the private sector in the United States, although some attention will be paid to developments in Western Europe, the United Kingdom, and Japan.

**655 Employment Law**

Spring. 3 credits. Prerequisites: ILRCB 201/501.

M. Gold, C. Gramm, or J. Burton.

This course will examine a number of major federal and state laws designed to protect workers in their employment relationships. The historical and theoretical rationales; the major statutory, judicial, and administrative developments; and evidence of the effectiveness of each law will be examined. Where pertinent, consideration will also be given to current controversies surrounding the laws. The material covered will be selected from the following: the Fair Labor Standards Act, unemployment insurance, workers' compensation, the Occupational Safety and Health Act, the Employee Retirement Income Security Act, the doctrine of employment at will, Social Security, workers' right-to-know, plant closings, and protection of workers' privacy.

**680 Problems in Union Democracy**

Fall or spring. 3 credits.

M. Gold.

Unions are considered as an example of private government, and union democracy is examined by standards and customary practices in both public and private governments. Included are such elements as elections; self-government by majority; rights of minorities; the judicial process, including impartial review; local-national relationships; constituency and representation; the legislative process; and executive power and functions. The regulation of private government by the state will be considered.

**681 Selected Topics in Labor and Employment Law**

Fall or spring. 3 credits. Prerequisite: ILRCB 201/501 or equivalent.

M. Gold, R. Lieberwitz.

A survey of the law of employment discrimination, internal union democracy, public sector labor relations, and individual rights in the workplace such as privacy, free speech, and due process. Topics covered may vary with the instructor.

**682 Seminar in Labor Relations Law and Legislation**

Fall or spring. 3 credits. Limited enrollment. Prerequisite: permission of instructor.

R. Lieberwitz.

Legal problems in public employment and other areas of labor relations affecting the public interest.

**683 Research Seminar in the History of Industrial Relations**

Fall or spring. 3 credits. Prerequisites: undergraduates, ILRCB 100 and 101; graduate students, ILRCB 502.

G. Brooks, C. Daniel, I. DeVault,

G. Korman, N. Salvatore.

The areas of study are determined each semester by the instructor offering the seminar.

**686 Collective Bargaining in the Public Sector**

Fall or spring. 3 credits. Prerequisites: undergraduates, ILRCB 200 and 201; graduate students, ILRCB 500 and 501.

Staff.

An examination of the development, practice, and extent of collective bargaining between federal, state, and local governments and their employees. The variety of legislative approaches to such matters as representation rights, unfair practices, scope of bargaining, impasse procedures, and the strike against government are considered along with implications of collective bargaining for public policy and its formulation.

**687 Current Issues in Collective Bargaining**

Fall or spring. 3 or 4 credits. Limited to 25 students. Prerequisites: ILRCB 200/500, and permission of instructor.

Staff.

An intensive study of the most significant current issues and problems facing employers and unions in their relations with each other, with particular emphasis on the substantive matters in contract negotiations and administration of the provisions of collective bargaining agreements. A major research paper is usually required.

**689 Constitutional Aspects of Labor Law**  
Spring. 3 credits.

R. Lieberwitz.

In-depth analysis of the Supreme Court decisions that interpret the United States Constitution as it applies in the workplace. This study will focus on the First Amendment, Fifth Amendment, Fourteenth Amendment, and Commerce Clause, with issues including freedom of speech and association, equal protection, due process, and other issues in the area of political and civil rights. The course entails a high level of student participation in class discussion, and assignments include a research paper.

**703 Theory and Research in Collective Bargaining**

Spring. 3 credits. Open to graduate students who have had ILRCB 500 and ILROB 723 or their equivalents. Recommended: a statistics course beyond the level of ILRST 510.

C. Gramm.

This is a second-level course in collective bargaining that builds on the institutional research covered in ILRCB 500. The existing literature in the area of collective bargaining is appraised for its theoretical and empirical content. Efforts are made to explore the appropriate role for theory and empirical analysis in moving research in collective bargaining toward a more analytical perspective and to identify and appraise the underlying paradigms used to study collective bargaining-related issues.

**705 The Economics of Collective Bargaining**

Spring. 3 credits. Prerequisites: ILRCB 500; ILRLE 540 (or their equivalents) and an understanding of multiple regression analysis; or permission of instructor.

Staff.

Focuses on both the economic analysis of unions and collective bargaining in our economy and on the economic forces that affect collective bargaining. The method is to identify and conceptualize the structural determinants of relative bargaining power. On this basis, the course examines both the economic outcomes of collective bargaining and current bargaining trends in a variety of industries. Tentative theoretical analyses of unionism (neoclassical, institutionalist) are compared. The statistical techniques and empirical results of research on the union effect on economic outcomes (wages, prices, inflation, profits, productivity, earnings inequality) are also evaluated. The effect of technology, corporate structures, and public policy on union bargaining power is outlined, and a number of case studies of collective bargaining in the private sector are reviewed. A term paper is required.

**784 Employment Discrimination and the Law**

Fall. 4 credits. Prerequisite: ILRCB 501 or equivalent.

T. Crivens, M. Gold.

An examination of legal problems involving employment discrimination based on race, color, religion, sex, national origin, or age. The impact of developing principles of law on preemployment inquiries and testing, seniority and promotions and other personnel policies, and practices and procedures are discussed. The requirements of affirmative action under Executive Order 11246, as amended, are analyzed. Special attention is given to the role of state law in resolving employment discrimi-

nation claims and the procedural framework for raising and adjudicating such claims before administrative agencies and the courts.

**798 Internship**

Fall or spring. 1-3 credits.

Designed to grant credit for individual research under direction of a faculty member by graduate students who have been selected for an internship. All requests for permission to register for ILRCB 798 must be approved by the faculty member who will supervise the project.

**799 Directed Studies**

Fall or spring. Credit to be arranged.

For individual research conducted under the direction of a member of the faculty.

**980 Workshop in Collective Bargaining, Labor Law, and Labor History**

Fall and spring. 2 credits. Enrollment limited to M.S. and Ph.D. candidates in the department. S-U grades only.

Staff.

This workshop is designed to provide a forum for the presentation of current research being undertaken by faculty members and graduate students in the Department of Collective Bargaining, Labor Law, and Labor History, and by invited guests. All M.S. and Ph.D. candidates in the department who are at work on their theses are strongly urged to enroll. Each student in the course will be expected to make at least one presentation during the year, focusing on the formulation, design, execution, and results of that student's thesis research.

**ECONOMIC AND SOCIAL STATISTICS**

I. Blumen, A. Hadi, P. McCarthy, P. Velleman, M. Wells.

**210 Statistical Reasoning I**

Fall or spring. 4 credits. Not open to engineering or graduate students. Attendance at the first discussion section of the term is essential.

An introduction to the basic concepts of statistics: measures of location and dispersion, estimation and confidence intervals, hypothesis tests, regression and correlation. Students are taught to use a computer at the beginning of the term and use it for weekly assignments.

**211 Statistical Reasoning II**

Fall or spring. 3 credits. Prerequisite: ILRST 210 or suitable introductory statistics course. Attendance at the first discussion section of the term is essential.

A continuation of ILRST 210. Application of statistical techniques to the social sciences. Topics include statistical inference, review of simple regression, multiple regression and correlation, applications of regression, elements of time series analysis, and the design of sample surveys. A computer is used throughout the course. (Students who have taken an introductory course in statistics without a computer will be expected to obtain brief instruction during the first few weeks of the semester.)

**310 Design of Sample Surveys**

Fall. 3 credits. Prerequisite: two terms of statistics.

P. McCarthy.

Application of statistical methods to the sampling of human populations. A thorough treatment of the concepts and problems of sample design with respect to cost, procedures of estimation, and measurement of sampling error. Analysis of nonsampling errors and their effects on survey results (for example, interviewer bias and response error). Illustrative materials are drawn from such fields as market research and attitude and opinion research.

**312 Applied Regression Methods**

Spring. 3 credits. Prerequisite: ILRST 211 or equivalent.

A. Hadi.

The course starts with a review of those parts of matrix algebra that provide the vocabulary and skill necessary to construct and manipulate linear regression models. The standard least-squares theory is then developed, and regression analysis techniques are applied to problems arising in economics, industry, government, and the social sciences. Computer packages are used as an aid to obtain problem solutions. Additional topics are deviation from assumptions, multicollinearity, variable selection methods, and analysis of variance.

**[313 Graphical Methods for Data Analysis**

Fall. 3 credits. Prerequisite: ILRST 211 or equivalent. Not offered 1990-91.

Staff.

Classical and recently developed graphical methods for analysis and display. Characteristics of effective and honest graphs with comparison of alternative methods for understanding data. Includes study of current computer programs and methods expected to be practical in the near future: graphing of univariate data, bivariate plots, multivariate data, graphical methods of data analysis; the specification, modification, and control of graphs; study of interaction between choice of display and underlying patterns.]

**410 Techniques of Multivariate Analysis**

Fall. 3 credits. Prerequisite: two statistics courses or permission of instructor.

Staff.

The techniques of multivariate statistical analysis, the associated assumptions, the rationale for choices among techniques, and illustrative applications. Some matrix algebra and related mathematics are introduced. Includes some regression; correlation; principle components; multivariate tests on means, variances, and covariances; relations between sets of variates; and discriminatory analysis.

**411 Statistical Analysis of Qualitative Data**

Spring. 3 credits. Prerequisite: two statistics courses or permission of instructor.

Staff.

An advanced undergraduate and beginning graduate course. Includes treatment of association between qualitative variates, rank-order methods, and other nonparametric statistical techniques, including those related to chi-squared.

**499 Directed Studies**

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**510 Statistical Methods for the Social Sciences I**

Fall or spring. 4 credits.

A nonmathematical course for graduate students in the social sciences without previous training in statistical method. Emphasis is on discussion of technical aspects of statistical analysis and on initiative in selecting and applying statistical methods to research problems. The subjects ordinarily covered include analysis of frequency distributions, regression and correlation analysis, and selected topics from the area of statistical inference. Students are taught to use a computer at the beginning of the term and use it for weekly assignments.

**511 Statistical Methods for the Social Sciences II**

Fall or spring. 3 credits. Prerequisite: ILRST 510 or an equivalent introductory statistics course.

This is a second course in statistics for graduate students that emphasizes applications in the social sciences. Topics include review of simple linear regression, multiple regression (theory, model building, model violations), and analysis of variance. Statistical computing packages are used extensively. (Students who have taken an introductory course in statistics without a computer course will be expected to obtain brief instruction during the first few weeks of the semester.)

**610 Seminar in Modern Data Analysis**

Spring. 3 credits. Prerequisite: two statistics courses or permission of instructor.

P. Velleman.

An advanced survey of modern data analysis methods. Topics include exploratory data analysis, robust methods, regression methods, and diagnostics. Extensive outside readings cover recent and historical work. Participants should have some knowledge of multiple regression, including the use of matrices (ILRST 312 may be taken concurrently), and some experience using a computer.

**611 Statistical Computing**

Spring. 3 credits. Prerequisites: Linear algebra, knowledge of a programming language, and statistics at least through multiple regression.

P. Velleman, M. Wells.

A survey of new aspects of statistical computing using the recent book on the subject by Ronald Thisted. Includes: basic numerical methods, numerical linear algebra, nonlinear statistical methods, numerical integration and approximation, smoothing and density estimation. Additional special topics may include: Monte Carlo methods, statistical graphics, computing-intensive methods, parallel computation, computing environments. Designed for graduate students in the statistical sciences and related fields interested in new advances. Students may be asked to write programs in a programming language of their choice.

**711 Sensitivity Analysis in Linear Regression**

Fall. 3 credits. Prerequisite: ILRST 312 or equivalent.

A. Hadi.

A course on regression for students in statistical sciences and related fields. Attempts to narrow the gap between the theory and practical application of the linear regression model. Classical and recently developed statistical procedures are discussed. Students will be expected to read articles and thoroughly

analyze real-life data sets using computer-packaged programs. Topics include role of variables in a regression equation, regression diagnostics (outliers, leverage points, influential observations, generalized linear models, errors-in-variables, and multicollinearity).

**712 Theory of Sampling**

Fall. 3 credits. Prerequisite: calculus and at least one semester of mathematical statistics.

P. J. McCarthy.

A companion course to ILRST 310, Design of Sample Surveys, stressing the development of the fundamentals of sampling theory. Attention is paid to recent progress in the field. Occasional illustrative material is given to indicate the application of the theory.

**[713 Empirical Processes with Statistical Applications]**

Fall. 3 credits. Prerequisite: a course at the technical level of Math 572 and 574 or permission of instructor. Not offered 1990-91. Staff.

The statistical analysis of life history data is playing an increasing role in the social, natural, and physical sciences. We will formulate and solve various practical problems in the statistical analysis of life history data using the modern theory of stochastic processes. We will examine the martingale dynamics for point processes relevant to life history data. Both parametric and nonparametric inference for multiplicative intensity models will be considered. The large sample properties of the proposed procedures will be discussed in detail using recent extensions of functional central limit theorems for martingales.]

**799 Directed Studies**

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**INTERNATIONAL AND COMPARATIVE LABOR RELATIONS**

G. Fields, chair; J. Abowd, J. Bishop, G. Boyer, I. DeVault, H. Katz, G. Korman, S. Kuruvilla, J. Windmuller

**330 Comparative Industrial Relations Systems: Western Europe**

Fall. 3 credits (1 additional credit may be arranged with the instructor). Open to juniors and seniors.

Staff.

This course is intended to provide an overview of contemporary industrial relations in several Western European countries, especially Britain, France, West Germany, and Sweden. Particular attention will be given to the role of labor organizations, employers, and government, recent developments in labor relations law and collective bargaining, and current issues in labor-management relations. National industrial relations systems will constitute the principal units of analysis but attempts at comparisons will be made throughout the term.

**331 Comparative Industrial Relations Systems: Non-Western Countries**

Spring. 3 credits (1 additional credit may be arranged with the instructor). Open to juniors and seniors.

Staff.

A study of the industrial relations systems of less-developed countries and industrialized non-Western countries, including Japan, the Soviet Union, Yugoslavia, India, and several others. Emphasis is on government labor policies, trade unions, and collective bargaining. Also included is a review of international organizations concerned with labor problems.

**332 Labor in Developing Economies**

Spring. 3 credits. Prerequisite: ILRLE 240, Economics 311, or permission of instructor.

G. Fields.

The economic problems of labor in less-developed nations. Among the subjects included are determinants of income and wage structures in less-developed countries; labor demand and unemployment; labor supply and migration; human resource policy; and development strategy and employment growth.

**337 Special Topics: Comparative History of Women and Work**

Fall. 4 credits.

I. DeVault.

This seminar will explore the similarities and differences between different cultures' assumptions about the work of women as well as women's experiences in varying work circumstances throughout history. Beginning with theoretical pieces and overviews of the history of women and work, most of the course will consist of in-depth examinations of specific work situations or occupations across time and geography. Comparative examples will be taken from the United States, Europe, and the Third World.

**[381 Jewish Workers in Europe and America, 1835-1948]**

Fall or spring. 4 credits. Open to sophomores, juniors, and seniors. Not offered 1990-91.

Staff.

For description, see the section Collective Bargaining, Labor Law, and Labor History.]

**430 European Labor History**

Fall. 3 credits.

J. Windmuller.

The development of trade unions in Great Britain, France, and Germany between 1850 and 1950. Patterns of union organization, political party trade union links, the growth of industrial relations systems, and the evolution of public policies toward labor are emphasized.

**[448 Topics in Twentieth Century Economic History: The Economics of Depression and the Rise of the Managed Economy]**

Fall. 4 credits. Prerequisites: ILRLE 240 or Economics 312. Not offered 1990-91.

G. Boyer.

For description, see the section on Labor Economics.]

**499 Directed Studies**

For description, see the section on Collective Bargaining, Labor Law, and Labor History.



**530 Comparative Industrial Relations Systems: Western Europe**

Fall. 3 credits. For graduate students.  
Staff.

Students in this course attend the lectures in ILRIR 330 (see description for ILRIR 330). If enrollment warrants, they will also meet separately at a time to be arranged for discussion of topics in ILRIR 330 and related topics.

**531 Comparative Industrial Relations Systems: Non-Western Countries**

Spring. 3 credits. For graduate students.  
Staff.

Students in this course will attend the lectures in ILRIR 331 (see description for ILRIR 331). If enrollment warrants, they will also meet separately at a time to be arranged for discussion of topics in ILRIR 331 and related topics.

**532 Labor in Developing Economies**

Spring. 3 credits. For graduate students.  
G. Fields.

Students in this course attend the lectures in ILRIR 332 (see description for ILRIR 332). If enrollment warrants, they will also meet separately at a time to be arranged for discussion of topics in ILRIR 332 and additional topics.

**537 Comparative History of Women and Work**

Fall. 4 credits. For graduate students.  
I. DeVault.

Students in this course attend the lectures in ILRIR 337 (see description for ILRIR 337). If enrollment warrants, they will also meet separately at a time to be arranged for discussion of topics in ILRIR 337 and additional topics.

**630 Seminar in International and Comparative Labor Problems**

Spring. 3 credits.  
J. Windmuller.

This seminar will be concerned with international aspects of labor organizations and industrial relations. Specific topics will include an examination of international labor movements, the role of the International Labor Organization, the international affairs interests of unions in the United States and other countries, and the labor relations policies of multinational corporations.

**643 Special Topics in Labor Economics**

Fall or spring. 3 or 4 credits.  
Staff.

For description, see the section on Labor Economics.

**698 International Human Resource Policies and Institutions**

Fall. 3 credits.  
J. Bishop.

For description, see the section on Personnel and Human Resource Studies.

**799 Directed Studies**

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**LABOR ECONOMICS**

R. Hutchens, chair; J. Abowd, R. Aronson, G. Boyer, J. Burton, R. Ehrenberg, G. Fields, G. Jakubson, O. Mitchell, R. Smith

**140 Development of Economic Institutions**

Spring. 3 credits. Prerequisite for non-ILR students: permission of instructor.  
G. Boyer.

Provides students with an understanding of the historical roots of the economic system currently dominant in Western Europe and the United States. The course will focus on (a) the process of European economic growth prior to 1914, (b) the effect of industrialization on labor in Great Britain, and (c) the historical evolution of economic thought from Adam Smith to J. M. Keynes.

**240 Economics of Wages and Employment**

Fall, spring, or summer. 3 credits. Prerequisites: Economics 101-102 or equivalent.  
Staff.

This course analyzes the characteristics and problems of the labor market by applying to them the theory and elementary tools of economics. Behavior on both the demand (employer) and supply (employee) sides of the market is analyzed to gain a deeper understanding of the effects of various government programs targeted at the labor market. Topics covered include education and training, fringe benefits and the structure of compensation, labor-force participation and its relationship to household production, issues regarding occupational choice, an analysis of migration, labor-market discrimination, and the effects of unions.

**332 Labor in Developing Economies**

Spring. 3 credits.  
G. Fields.

For description, see the section International and Comparative Labor Relations.

**340 Economic Security**

Fall or spring. 3 credits.

J. Burton, R. Hutchens, G. Jakubson.  
The economic and social effects of income security measures. Analysis of programs offering protection against economic loss due to industrial accident, temporary and permanent disability, illness, old age, premature death, and unemployment, as well as private efforts to provide security, and the problems of integrating public and private programs. An examination is made of proposals for amending or modifying economic security measures.

**343 Problems in Labor Economics**

Fall or spring. 3 or 4 credits.  
Staff.

Devoted to new policy issues and to recent literature in the field. The specific content and emphasis varies in response to the interests of the faculty member teaching the course. A course will be offered in 1989-90 on social experiments and economic policy.

**[344 Comparative Economic Systems: Soviet Russia**

Fall. 4 credits. Not offered 1990-91.  
A comparative analysis of the principles, structure, and performance of the economy of Soviet Russia. Special attention is devoted to industry and labor.]

**345 Corporate Finance and Labor Markets**

Spring. 4 credits. Prerequisites: ECON 101, 102 or equivalent, and accounting.  
J. Abowd.

The course covers the following topics (with emphasis on labor market applications and implications): (1) the concept of net present value, the valuation of real corporate assets, and the relations between risk and return; (2) capital budgeting decisions and the cost of capital; (3) investment financing decisions and the role of financial markets; (4) capital structure, the Modigliani-Miller propositions, and the relation between debt and equity financing; (5) valuation of corporate debt, options, and other financial assets; and (6) financial planning mergers, and portfolio management. Students must attend the lab.

**348 The Economics of Unemployment**

Fall. 4 credits. Prerequisite: ILRLE 240/540 or permission of instructor.  
R. Smith.

This course introduces students to several issues fundamental to an understanding of unemployment: the social costs; definitional questions and measurement problems; the patterns of unemployment; and the various types of unemployment, their causes, and the policies that can or have been pursued to alleviate unemployment. The course is designed for undergraduate and graduate students who have taken a survey course in labor economics or its equivalent.

**441 Income Distribution**

Fall. 4 credits. Open to upperclass and graduate students.

R. Hutchens.

Explores income distribution in the United States and the world. Topics to be covered include functional and size distributions of income, wage structure, income-generating functions and theories, discrimination, poverty, public policy and income distribution, and changing income distribution and growth.

**442 Economics of Employee Benefits**

Spring. 4 credits.  
O. Mitchell.

An analysis and appraisal of private health, welfare, and pension plans. Consideration of the origin and development of employer, union, and joint programs and a critical examination of the financing, administration, and general effectiveness of the plans.

**446 Labor Market Discrimination**

Fall or spring. 4 credits.  
O. Mitchell.

Examines differences in labor market rewards by gender, race, age, and other worker characteristics from both a theoretical and an empirical perspective. Economic modeling and statistical methodology (including computer analysis) are stressed. Students need some background in microeconomics and data analysis.

**447 Economic Policy toward the Aging**

Fall. 4 credits.  
O. Mitchell.

Explores labor market and social policy concerning older workers and retirees. Topics to be covered include labor market trends of the elderly, labor market institutions affecting older people (e. g., mandatory retirement, unemployment, pensions), and government policies, Social Security, health insurance, and retirement income regulation. Cross-national perspectives will be addressed as well.

**448 Topics in Twentieth Century Economic History: The Economics of Depression and the Rise of the Managed Economy**

Fall. 4 credits. Prerequisites: ILRLE 240 or Economics 312.

G. Boyer.

Topics covered include: the causes of the Great Depression in the United States; the economics of the New Deal; the causes of high unemployment in interwar Great Britain; the rise of Keynesian economics and the development of demand management policies in Great Britain and the United States after 1945.

**495 Honors Program**

Fall and spring (yearlong course). 3 credits each term.

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**497-498 Internship**

Fall or spring. 3 and 6 credits.

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**499 Directed Studies**

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**532 Labor in Developing Economies**

Spring. 3 credits.

G. Fields.

For description, see the section International and Comparative Labor Relations.

**540 Labor Economics**

Fall or summer. 3 credits. Prerequisites: Economics 101-102 or equivalent. Required of graduate students majoring or minoring in labor economics and M.I.L.R. candidates.

Staff.

This course analyzes the characteristics and problems of the labor market by applying to them the theory and elementary tools of economics. Behavior on both the demand (employer) and supply (employee) sides of the market is analyzed to gain a deeper understanding of the effects of various government programs targeted at the labor market. Topics covered include education and training, fringe benefits and the structure of compensation, labor-force participation and its relationship to household production, issues regarding occupational choice, an analysis of migration, labor-market discrimination, and the effects of unions.

**541 Social Security and Protective Labor Legislation**

Spring. 3 credits. Prerequisite: ILRLE 540. Normally required of graduate students majoring or minoring in labor economics and required of M.I.L.R. candidates.

J. Burton, R. Hutchens, G. Jakubson.

The economic and social effects of income security measures. Analysis of programs offering protection against economic loss due to industrial accident, temporary and permanent disability, illness, old age, premature death, and unemployment, as well as private efforts to provide security, and the problems of integrating public and private programs. An examination is made of proposals for amending or modifying economic security measures.

**642 Work and Welfare: Interactions between Cash-Transfer Programs and the Labor Market**

Fall. 4 credits. Prerequisite: some familiarity with microeconomics.

R. Hutchens.

Emphasizes policy issues in analyzing the relationship between the labor market and cash-transfer programs such as social security, public assistance, and unemployment and wages in determining the level and distribution of cash transfers. Investigates the connection between cash transfers and labor supply. Topics include determinants of cash-transfer demand and supply, the negative income tax experiments, and program incentives for withdrawal from the labor force (for example, incentives for early retirement implicit in old-age insurance). A paper on a specific program is required.

**643 Special Topics in Labor Economics**

Fall or spring. 3 or 4 credits.

Staff.

Devoted to new policy issues and to recent literature in the field. The specific content and emphasis varies in response to the interests of the faculty member teaching the course. Courses offered in 1989-90 include economic policy toward the elderly, economics of collective bargaining, twentieth-century economic history, income maintenance policy, economics of discrimination, and models for limited dependent variables and panel data.

**644 The Economics of Occupational Safety and Health**

Spring. 4 credits.

R. Smith.

The course analyzes the problem of occupational injuries and illnesses in the United States. The first section concentrates on legal requirements, judicial interpretations, and legal implications of the Occupational Safety and Health Act, then shifts to such questions as the need for, and appropriate goals of, the act; the stringency of safety standards considered in a benefit-cost framework; the difficulties in enforcing the act; and estimates of the impact of the act.

**647 Evaluation of Social Programs**

Fall. 4 credits.

R. Ehrenberg.

An introduction to the methodologies used by economists to evaluate the impacts of social-action programs and legislation. General evaluation methodology, cost-benefit analysis, and econometrics are discussed. Case studies are considered to illustrate the uses of these techniques, to acquaint the student with major current government programs and legislation, and to estimate these programs' economic impacts. Throughout, the primary analytic framework used by the instructor is microeconomics.

**648 Economic Analysis of the University**

Spring. 4 credits.

R. Ehrenberg.

This course seeks to illustrate the complexity of decision making in a nonprofit organization and to show how microeconomic analysis in general, and labor market analysis in particular, can be usefully applied to analyze resource allocation decisions at universities. Among the topics covered are financial aid, tuition, admissions policies, endowment policies, faculty salary determination, the tenure system, mandatory retirement policies, merit pay, affirmative action, comparable worth, collective bargaining, resource allocation

across and within departments, undergraduate versus graduate education, research costs, libraries, athletics, and "socially responsible" policies. Lectures and discussions of the extensive readings will be supplemented by presentations by Cornell administrators and outside speakers who have been engaged in university resource allocation decisions or have done research on the subject.

**740 Economic Analysis of Collective Bargaining**

Fall. 4 credits.

J. Abowd.

Examines theoretical and empirical advances in the study of the development of bargaining units and the ongoing relation between organized employees and their employers. It concentrates on economic models that link the performance of the firm and product market to the outcomes of the organizing and bargaining processes. Bargaining unit formation, contract negotiation, strikes, employer investment decisions, employment, profitability and capital valuations are all considered. Detailed statistical analyses that use bargaining unit level information on characteristics of the international, national, and local labor and product markets are part of the course.

**741 Analysis of Longitudinal Data in the Social Sciences**

Spring. 4 credits.

G. Jakubson.

Considers methods for the analysis of longitudinal data, that is, data in which a set of individual units are followed over time. The focus will be on both estimation and specification testing of these models. The course will consider how these statistical models are linked to underlying theories in the social sciences. Course coverage will include panel data methods (including fixed vs. random effects models for both linear and non-linear systems) and, if time permits, duration analysis.

**742 Economics of Employee Benefits**

Spring. 3 credits.

O. Mitchell.

Students in this course attend the lectures in ILRLE 442 (see description for 442). If enrollment warrants, they will also meet separately at a time to be arranged for discussion of topics in 442 and additional topics.

**744 Seminar in Labor Economics**

Fall. 3 credits. ILRLE 744 and 745 constitute the Ph.D.-level sequence in labor economics.

R. Ehrenberg.

Reading and discussion of selected topics in labor economics. Applications of economic theory and econometrics to the labor market and human resource areas.

**745 Seminar in Labor Economics**

Spring. 3 credits.

R. Hutchens G. Jakubson.

Reading and discussion of selected topics in labor economics in the fields of theory, institutions, and policy.

**746 Labor Market Discrimination**

Fall or spring. 4 credits.

O. Mitchell.

Students in this course attend the lectures in ILRLE 446 (see description for ILRLE 446). If enrollment warrants, they will also meet separately at a time to be arranged for discussion of topics in ILRLE 446 and additional topics.

**747 Economic Policy toward the Aging**  
Fall. 4 credits.

O. Mitchell.

Students in this course attend the lectures in ILRLE 447 (see description for 447). If enrollment warrants, they will also meet separately at a time to be arranged for discussion of topics in 447 and additional topics.

**798 Internship**

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**799 Directed Studies**

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**940 Workshop in Labor Economics**

Fall or spring. 3 credits. Intended for Ph.D. students who have started to write their dissertations.

Focus is on the formulation, design, and execution of dissertations. Preliminary plans and portions of completed work are presented for discussion.

## ORGANIZATIONAL BEHAVIOR

T. Hammer, chair; S. Bacharach, S. Barley, L. Gruenfeld, W. Sonnenstuhl, R. Stern, P. Tolbert, H. Trice, L. Williams

**120 Introduction to Macro Organizational Behavior and Analysis**

Fall. 3 credits.

Staff.

The relationship between industry and the economy as a whole and its implications for other social institutions in American society (including stratification, politics, and American values) is discussed. The nature of industrial organizations and of complex organizations in general, emphasizing authority relations, goals, the division of labor, and bureaucracy.

**121 Introduction to Micro Organizational Behavior and Analysis**

Spring or summer. 3 credits.

Staff.

Deals with the relationship between the individual and the organization and such basic psychological processes as need satisfaction, perception, attitude formation, and decision making. The individual is described and examined as a formal and informal group member. Within this area, particular emphasis is placed on leadership, problem solving, and conflict resolution.

**320 The Psychology of Industrial Engineering**

Fall. 4 credits.

T. Hammer.

A study of the human factors in the industrial engineering of work, workplaces, tools, and machinery. The course examines the aspects of individual and social psychology that operate in the work setting and that should be taken into account in the design of jobs. These include limitations of the human sensory system; individual difference in skills, abilities, motives, and needs; group dynamics; intrinsic motivation; job satisfaction; conflict.

**323 Introduction to the Study of Attitudes**

Fall. 4 credits. Open to juniors and seniors.

Staff.

Designed to acquaint the student with what is known about (1) origins of human attitudes, (2) the determinants of attitude change, and (3) the measurement of attitude differences. Studies employing clinical, experimental, and survey techniques are discussed. Each student designs, executes, and analyzes his or her own research study.

**324 Work Organizations, Troubled Employees, and Employee Assistance Programs**

Spring. 3 credits. Limited to 40 students.

Prerequisite: one or more courses in sociology and psychology.

H. Trice.

Focus is on the relationship between organizational life and psychiatric-criminal behaviors. Covers (1) the nature and etiology of psychiatric disorders such as alcoholism, other drug and substance abuse, and the major neuroses; (2) corporate and white-collar criminal behavior; (3) the role of occupational and organizational risk factors in etiology; (4) various types of organizations that represent societal responses to troubled employees—mental hospitals, prisons, jails, halfway houses, shelter workshops, and self-help groups such as Alcoholics Anonymous. Puts differential emphasis on programs within work organizations that attempt to deal with troubled employees, job-based alcoholism, and employee assistance programs. Field format divides class into small groups for application in local relevant organizations. The development, strategies, and management of employee assistance programs will receive special attention.

**325 Organizations and Social Inequality**

Spring. 4 credits.

Examines the central role that organizations in industrial societies play in allocating income, status, and other resources to individuals. Marxist conceptions of class and Weberian conceptions of job authority will be examined to see what additional power they add to the explanation of social inequality, particularly in regard to income attainment. As the central unit of analysis in the course will be organizations, a historical section will be included that deals with the evolution of current control and compensation structures in large-scale organizations.

**326 Sociology of Occupations**

Fall or spring. 3 credits. Limited to 45 students.

Prerequisite: one or more courses in sociology.

H. Trice.

Focuses on (1) the societal characteristics of occupations: division of labor, social stratification, mandate and license, occupational ideologies, stories, and tradition; (2) nature and expression of professionalization of occupations; (3) organizational characteristics of occupations: accommodation to formal organizations, occupational associations, and occupational mix; (4) social psychological characteristics of occupations: temperamental and intellectual role demands, occupational attraction, identity, and commitment, and occupational self-images; (5) relationship between occupational structure and organizational structure. Field format divides class into small groups for application among local occupational groups.

**327 Psychology of Industrial Conflict**  
Fall. 4 credits.

Staff.

An application of frustration theory to the analysis of conflict and stress in organizations and society. Comparisons are made between industrial relations, race relations, international relations, and other settings. Readings include behavioral research findings from a variety of studies in industry. Relevant contributions from experimental, social, and clinical psychology are also considered.

**328 Cooperation, Competition, and Conflict Resolution**

Spring. 4 credits. Prerequisite: two courses in social psychology or equivalent.

An examination of theory and empirical evidence relating to the resolution of interpersonal, intergroup, and international conflict. Specific attention is devoted to studying factors that contribute to the development of cooperative or competitive bonds between parties to a conflict. The following topics are studied: the availability and use of threat; the credibility, intensity, and costs of threat; fractioning and escalating conflict. Personality and situational factors that regulate conflict intensification are stressed.

**329 Organizational Cultures**

Fall or spring. 3 credits. Limited to 45 students.

Prerequisite: one or more courses in sociology.

H. Trice.

This course reviews the concept of culture as it has evolved in sociology and anthropology, applying it to formal organizations in workplaces such as corporations and unions. The course first examines the nature of ideologies as sense-making definitions of behavior, concentrating on the cultural forms that carry these cultural messages, rituals, symbols, myths, sagas, legends, and organizational stories. Considerable attention will be given to rites and ceremonies as a cultural form in organizational life that consolidates many of these expressive forms into one. The course will examine types of ceremonial behavior such as rites of passage, rites of enhancement, and rites of degradation, including the role of language gestures, physical settings, and artifacts in ceremonial behavior. The presence of subcultures and countercultures in organizational behavior will also receive attention, especially the part played by occupational subcultures in formal organizations. Emphasis will be placed on empirical examples from both the organizational behavior literature and the professor's field research. Field format divides class into small groups for application in local relevant organizations.

**370 The Study of Work Motivation**

Fall. 4 credits. Open to juniors and seniors with permission of instructor.

Staff.

Designed to acquaint the student with the basic concepts and theories of human motivation with implications for organizational change and job design. Focus is on theories of worker motivation and on research approaches and results as these apply to individuals and groups in formal organizations. Readings are predominantly from the field of organizational psychology, supplemented by relevant contributions from experimental, social, and clinical psychology. Each student will design, execute, and analyze a research study of his or her own.

**371 Individual Differences and Organizational Behavior**

Fall or summer. 4 credits. Recommended: some acquaintance with the substance and methods of behavioral or social science

L. Gruenfeld.

This course examines personality from a comparative psychodynamic point of view. Social behavior, authority relationships, and work motivation are used to illustrate how various theories could be applied to understand behavior and experience in organizations.

**372 Sociological Models of Organizations**

Spring. 3 credits. Prerequisites: ILROB 120 and 121 or equivalent.

P. Tolbert.

Introduces students to the basic issues involved in the sociological analysis of organizations. Traces organizational theory from Max Weber to the most recent research. Among the themes to be discussed are internal structure of organizations, communication in organizations, decentralization, organizational change, organizational technology, and organizational environments.

**373 Organizational Behavior Simulations**

Fall. 3 credits. Prerequisites: ILROB 120 and 121 or equivalent.

R. Stern.

Basic principles of organizational behavior are studied through readings and participation in four simulation games. The first game, *The Organizational Game: Design, Change, and Development*, by Miles and Randolph, simulates traditional organization, while the second, *The Fuzzy Game*, by Paton and Lockett, simulates a cooperative. A third game models executive decision making and a fourth, work organization. Organizational design, decision making, and conflict are the central topics of discussion. The contrasting bases of power in the organizations permits the study of the assumptions underlying organizational structure and process.

**374 Technology and the Worker**

Fall. 3 credits.

S. Barley.

Examines theory and research pertaining to the social implications of technology and technological change for the work worlds of blue-collar, white-collar, and professional workers. At issue are alternate conceptions of technology as a social phenomenon, approaches to the study of technology in the workplace, the reactions of individuals and groups to technological change, the construction of a technology's social meaning, and the management of technological change. A broad range of technologies will be considered, but particular emphasis will be given to automation, electronic data processing, and sophisticated microelectronic technologies, including CAD-CAM systems, telecommunication networks, medical imaging technologies, artificial intelligence, and personal computers.

**421 Studies in Organizational Behavior: Regulating the Corporation**

Fall or summer. 3 credits.

R. Stern.

Will examine public and private power from an organizational perspective. The resource-dependence approach to organization-environment relations provides a framework for interpreting government attempts at the regulation of corporate behavior. Topics cover the structure and functioning of government regulatory agencies and corporate responses to

regulation, including corporate strategy, change, and political influence. The role of interest groups such as consumer or citizens organizations is also considered. Research and case materials focus on the implementation of environmental protection, occupational health and safety, equal opportunity, antitrust, and rate-setting regulations.

**422 Organizations and Deviance**

Fall. 3 credits.

W. Sonnenstuhl.

Focuses upon the deviant actions of organizations, including such behaviors as price fixing, environmental pollution, illegal campaign contributions, and discrimination in hiring and promotion. Examines the origins of such behaviors within organizations, the processes by which they became institutionalized, and the processes by which they become defined as deviant organizational actions. Within this context, the course will examine such contemporary cases as Exxon's Valdez oil spill, Iran-Contra, drug testing, and the federal savings and loan scandal. These events raise troubling questions about what it means to live and work within an organizational society, and they cannot be dismissed as instances of a few individuals gone bad.

**423 Evaluation of Social Action Programs**

Fall or spring. 3 credits.

H. Trice.

A consideration of the principles and strategies involved in evaluation research, experimental research designs, process evaluation, and adaptations of cost benefits and cost efficiency to determine the extent to which intervention programs in fields such as training and therapy accomplish their goals. The adaptation of these strategies to large social contexts such as child guidance clinics, mental health clinics, and programs in the poverty areas, such as Head Start, is considered. Includes fieldwork and emphasizes assessment of program implementation.

**424 Study of Public Sector Bureaucracy**

Spring. 3 credits. Prerequisite: permission of instructor.

S. Bacharach.

Field research in public sector organization such as a school bureaucracy or a social welfare bureaucracy. Students conduct a major study into which they integrate themes from organizational theory. Theoretical issues such as decentralization, participation, and communication are discussed in the seminar.

**425 Sociology of Industrial Conflict**

Spring. 4 credits.

R. Stern.

The focus is on the variety of theoretical and empirical evidence available concerning social, economic, and political causes of industrial conflict. The manifestations of conflict, such as strikes, labor turnover, absenteeism, and sabotage, and the influence of the environments in which they occur are emphasized.

**426 Theories of Industrial Society**

Fall. 4 credits. Prerequisites: ILROB 120 and permission of instructor.

S. Bacharach.

Concentrates primarily on the works of Weber and Marx and will consist of readings in the original texts.

**427 The Professions: Organization and Control**

Fall. 4 credits.

P. Tolbert.

Focus is on the sources of power and control exercised by professional groups in contemporary society. A number of issues will be examined in this context including the role of professions in society, processes through which an occupational group becomes defined as a profession, sources of control that professional associations have over their members, relations between professionals and nonprofessionals in organizations, and the relationship between unionization and professionalization of occupations.

**472 Applied Organizational Behavior**

Fall. 3 credits. Prerequisites: ILROB 120 and 121.

S. Bacharach.

Introduces students to intermediate theory of organizational behavior. It will specifically concentrate on teaching students to use organizational theories for analytical and applied purposes. Among the issues to be addressed are organizational structure, work processes, organizational politics, organizational design, job design, incentive systems, and quality-of-work-life programs.

**475 Organizational and Political Behavior in School Districts**

Fall. 4 credits. Enrollment limited. Prerequisite: permission of instructor.

S. Bacharach.

This course is intended to provide students with research experience through the study of the administrative and governance processes in school districts. The students will be required to work with school district and union personnel while investigating the following areas: (a) structure and process of decision making in urban and rural school districts, (b) organizational conflict as reflected in school board meetings, (c) the variations in, and effect of, leadership style, as evidenced by different superintendents' advisory techniques, (d) the collective bargaining process as reflected in both contracts and actual negotiations, (e) the effect of the Taylor Law on the structure and process of decision making in school districts, and (f) the effects of administrative law on conflict in school districts. Students will be responsible for the collection of data and the presentation of a final report of their project.

**476 Unions and Public Policy in School Districts**

Spring. 4 credits. Enrollment limited.

Prerequisite: permission of instructor.

S. Bacharach.

A continuation of ILROB 475, but 475 is not a prerequisite. This course is strictly a research field seminar. Students will be required to work with school districts and union personnel while investigating the following areas: (a) labor contracts with school districts, (b) relations between teachers' unions, school boards, and superintendents, (c) teachers' unions' involvement with school district policies.



**478 Applied Topics in Organizational Behavior**

Fall. 4 credits. Prerequisites: two courses in organizational behavior beyond the 100 level.  
L. Williams.

Reading and classroom discussion will be devoted to each of three topics. The topics are industrial gerontology, with a particular focus on retirement; technology and the office; and gender and personality as organizational variables. Readings will be primarily from journal articles. Students will have a research task for each topic.

**495 Honors Program**

Fall and spring (yearlong course). 3 credits each term.  
For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**497-498 Internship**

Fall or spring. 3 and 6 credits.  
For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**499 Directed Studies**

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**520 Micro Organizational Behavior and Analysis**

Fall or spring. 3 credits.  
Staff.

Survey of concepts, theories, and research from the fields of organizational and social psychology as these relate to the behavior of individuals and groups in organizations. Job attitudes, motivation, performance, leadership and power, group formation, perception, and organizational climate. A preliminary course for advanced work in organizational behavior.

**521 Macro Organizational Behavior and Analysis**

Spring. 3 credits.  
Staff.

Formal organizations are studied from the perspectives of classical organization theory, human relations theory, and comparative and cross-cultural analysis. Contemporary theories and quantitative approaches to organizational structure are also considered in some detail. Intended to be preliminary to more intensive work in organizational behavior.

**620 Theories of Organizational Change, Innovation, and Evaluation**

Spring. 4 credits. Prerequisites: two organizational behavior courses at the 300 level, or advanced courses in sociology or psychology.  
H. Trice.

This seminar examines the dynamics of individual, structural, and environmental factors operating in organizational change in general, and in the implementation and use of innovations within formal organizations in particular. The role of evaluative research in assessing the effectiveness of the implementation of innovations and in determining organizational effectiveness are analyzed. Several case studies of organizational change in government, unions, and private industry are examined. The emphasis is on conceptual frameworks for analyzing organizational change and mounting evaluative research on innovations. Readings are interdisciplinary and include sociology, psychology, and political science.

**621 Organizational Diagnosis Intervention and Development**

Spring. 4 credits. Prerequisites: undergraduates, ILROB 120 and 121; graduate students, ILROB 520 and 521 or equivalent; and permission of instructor.  
L. Gruenfeld.

This applied course considers theories and techniques for the identification and improvement of organizational problems at the behavioral (micro) level. Methods for the implementing of change are evaluated in the light of several normative and descriptive theories of individual and group development and effectiveness. The course emphasizes both quantitative and qualitative data processing procedures.

**622 Organizations and Environments**

Spring. 3 credits.  
P. Tolbert.

This course will survey the literature on organization-environment relations including work on organizational dependence and power, management of uncertainty, and other aspects of interorganizational cooperation and conflict. The objective of the course is to provide students with a general theoretical understanding of the way in which organizations can shape their environment and in which the environment constrains and shapes organizations.

**624 Groups in Work Organizations**

Fall. 4 credits. Enrollment limited. Permission of instructor required.  
L. Gruenfeld.

This is an experiential learning course designed primarily for advanced students who have a comprehensive background in the theory and methods of the behavioral sciences. Work group members study their roles and relationships to each other, the task, other work groups, and especially authorities. Students write a number of self-reflective papers in which they conceptualize their experiences and relate them to theory and method in organizational behavior and experience.

**625 Labor and Monopoly Capital: The Growth of Large United States Firms in the Past Century**

Spring, 7 weeks only. 2 credits.  
Staff.

A critical review of two recent books with very different explanations for the rise of large, hierarchically differentiated corporations in the United States: Harry Braverman,

Labor and Monopoly Capital, and Alfred D. Chandler, The Divisible Hand. These books are supplemented by articles on patterns of industrialization and internal structural transformation of large firms in the United States economy.

**626 Science and Innovation in Industry**  
Fall. 3 credits. Prerequisites: ILROB 120, 121/520, 521 or permission of instructor.  
S. Barley.

This course seeks to impart an understanding of how industrial R&D is organized, as well as an appreciation for the practical problems that arise when firms employ a significant number of scientists, engineers, and other technical workers. It is designed for students who have a general research interest in industrial R&D or who anticipate working for firms in which R&D plays an important role. The course will bring relevant theoretical perspectives to bear on pragmatic issues surrounding technical innovation and the employment of scientists and engineers. Representative topics include: the organization of scientific and technical communities, the industrialization of research, the nature of scientific and technical work, new patterns of industrial relations, organizational strategies for fostering innovation, and the careers of scientists and engineers.

**627 Leadership in Organizations**

Spring. 3 credits. Prerequisites: two organizational behavior courses at the 300 level or advanced courses in sociology or psychology.  
L. Gruenfeld.

An examination of theories and research findings from the behavioral sciences that are relevant to leadership and the influence process in groups and organizations. Personality, situational factors, intergroup processes, interpersonal perception as well as motivation to lead and to follow will be discussed. The implications for leadership training, organization development, and action research are explored.

**628 Cross-Cultural Studies in Organizational Behavior**

Spring. 3 credits. Limited. Permission of instructor before registering in course.  
L. Gruenfeld.

Designed for students interested in social psychological theory and research in international culture comparisons of behavior and experience in organizations. Variables such as power distance, individualism-collectivism, universalism-particularism and attitudes toward authority as well as work motivation will be examined. Upon completion of the readings and discussion of conceptual materials and consideration of several major international comparison studies, each student will prepare and present a paper on a topic of his/her own choice usually related to his/her country of origin (China, Japan, German, USA, etc.).

**629 Personality in Organization**

Fall. 4 credits. Open to undergraduates with permission of instructor.  
L. Williams.

This advanced course considers psychodynamic theories of organizational diagnosis at the individual and group levels. Topics include leadership, power, authority, work motivation, intervention, and change. The topics are discussed and applied in small study groups. The professor's role is as a consultant and resource person. Class members study and research their own behavior and present their qualitative and quantitative findings to the class. Students are expected to have background and interest in both research methods and theory.

**670 Employee Assistance Programs: Social Movement and Emerging Occupation**

Spring. 4 credits. Limited to seniors and graduate students with permission of instructor.

H. Trice.

The seminar analyzes the general nature of social movements and considers how the EAP movement fits into that perspective. Will examine the distinctive core tasks performed by EAP workers. These join with the unique ideology of compassion derived from the social movement to form the ingredients for an emerging occupation. Other specific features of this emerging occupation that will be examined are: the types of employee behavioral problems encountered in working populations, role of supervisors, union stewards, and peers in EAP referrals, the role of EAP workers in working with job performance problems, use of constructive confrontation in supervisory/steward training. Will analyze clinical issues involved in EAP work and the interface between the workplace and the treatment place. Similarly, both internal and external marketing of EAPs will be examined, followed by a review of the relationship between these programs and contractual agreements, "just cause" in alcohol, drug, and mental health arbitration cases, including drug testing.

**671 Organizations as Social Networks**

Spring. 3 credits. Prerequisites: one or more courses in organizational behavior, sociology, psychology, anthropology, or political science. A course in statistics or research methods would be helpful.

S. Barley.

Increasing attention has been devoted to the idea that social structures can be fruitfully investigated as social networks. In particular, organizational and inter-organizational structures may be analyzed as patterned relationships among individuals, groups, and even other organizations. Such networks appear to be strong predictors of a variety of social dynamics including attitude similarity, the diffusion of innovation, turnover, and the allocation of organizational resources. A variety of methods for collecting and analyzing network data including: graph theory, sociometry, clique detection, centrality analysis, blockmodeling, and the quadratic assignment procedures will be used. Recent published research will involve work with actual data sets and relevant computer programs.

**674 Social Regulation and Control of Institutions**

Spring, 7 weeks only. 2 credits. Prerequisites: two organizational behavior courses at the 300 level, or advanced courses in sociology or psychology.

R. Stern.

Interorganizational relations are examined in terms of network control agents and target objects. The dynamics of control relationships based on political bargaining, the distribution of power, economic rewards and costs, and historical circumstances are examined in the context of their evolution through organizational adaptation to the environment. Subject matter includes theories of organizational change and application of a control perspective to the institutions of American business, government regulations, athletics, and education.

**675 Cooperative Strategies for Improving Organizational Performance**

Spring. 4 credits.

M. Gaffney.

The course will concentrate on presentation and analysis of a series of case studies involving projects using cooperative strategies to improve organizational performance. Emphasis will be given to cases in which union and management have been working together to enhance productivity and the quality of working life. Cases will be examined against a background of the research literature on improving organizational performance. Students will be responsible for a term paper.

**676 Systems of Labor Participation in Management**

Fall. 4 credits. Prerequisites: senior standing and permission of instructor.

T. Hammer.

Examines the theory and practice of worker participation in systems ranging from informal shop-level participation to self-management. Special emphasis is placed on socio-technical systems of job design and work restructuring that give workers control over the labor process. Attention is also given to legislated programs of participation (codetermination) and to participation in employee-owned firms.

**677 Seminar in Field Research I**

Fall. 4 credits. Enrollment limited. Prerequisite: permission of instructor.

H. Trice.

Recent research efforts are examined and the dynamic nature of the research process is emphasized. The realities of field research are explored, including problems of gaining and sustaining rapport, the initial development of research interviews and observation data, and their conversion to quantitative instruments. Participants share in the exploration of appropriate theories and concepts, and the possibility of actual field participation in an ongoing research project is explored.

**678 Seminar in Field Research II**

Spring. 4 credits. Prerequisites: ILROB 677 and permission of instructor.

H. Trice.

Continuation of recent research efforts is examined, and the dynamic nature of the research process is emphasized. The realities of field research are explored, including problems of gaining and sustaining rapport, the initial development of research interviews and observation data and their conversion to quantitative instruments. Participants share in the exploration of appropriate theories and concepts, and the possibility of actual field participation in an ongoing research project is explored.

**720 Issues of Measurement in Research on Organizations**

Fall. 4 credits.

T. Hammer.

Concerns the study of tests and measures used to assess central variables in organizational behavior and related fields. Students will learn where to find measures suitable for their research purposes and will examine the theories that define the constructs being measured; the empirical information available about different measures; construction, reliability, and validity; and the ways in which the instruments have been used in research and practice.

**721 Advanced Micro Organizational Behavior**

Spring. 3 credits. Prerequisites: ILROB 520 and 521.

Staff.

Examines the historical development of psychological theories of organizations and contemporary issues in micro organizational research. The course will emphasize reading and analysis of primary source material.

**722 Advanced Macro Organizational Behavior**

Fall. 3 credits. Prerequisites: ILROB 520 and 521.

Staff.

Examines the historical development of sociological theories of organizations and contemporary issues in macro organizational research. The course will emphasize reading and analysis of primary source material.

**723 Behavioral Research Theory, Strategy, and Methods I**

Fall. 4 credits. Designed to meet the needs of M.S. and Ph.D. candidates majoring in organizational behavior, but other graduate students may enroll.

L. Williams.

Materials studied in ILROB 723 and 724 include (1) theoretical, conceptual, and ethical questions; (2) survey research and attitude-scaling procedures; (3) laboratory research methods; (4) participant observation and interview methods; (5) use of documents and qualitative data analysis. Provides students with important philosophical background for doing research and exposes them to a well-balanced, interdisciplinary set of quantitative and qualitative research tools.

**724 Behavioral Research Theory, Strategy, and Methods II**

Spring. 3 credits. Designed to meet the needs of M.S. and Ph.D. candidates majoring in organizational behavior, but other graduate students may enroll.

Staff.

Course will cover (a) data analysis and interpretation through the study of psychometric theory, (b) traditional problems encountered in the assessment of human and organizational characteristics, (c) the use of different methods of data analysis, and (d) an examination of the limitations imposed on data analysis and interpretation by traditional measures. Examples of topics covered in the course: the use of Chi-square, t-tests, ANOVA, simple and multiple correlation and regression, reliability and validity analyses, causal models, factor analysis, scale construction.

**725 Analysis of Published Research in Organizational Behavior**

Fall. 3 credits. Prerequisites: ILROB 520 and 521 and one year of statistics.

R. Stern, L. Gruenfeld.

An advanced research methods course that critically examines published research papers in the field of organizational behavior in terms of research design and method as well as theory.

**726 Selected Topics in Organizational Behavior**

Fall. 3 credits. Prerequisites: ILROB 520 and 521 and permission of instructor.

S. Barley.

An advanced proseminar that seeks to develop an interdisciplinary perspective on selected topics in organizational behavior. The topics themselves will change from year to year depending on participants' interests. Course is designed to allow students and the instructor to jointly pursue significant scholarly inquiry into one or more arenas of organizational theory. Emphasis will be placed on exploring the relevance of tradition in related disciplines (anthropology, linguistics, philosophy, sociology, etc.) that may enrich our understanding of organizational life.

**727 Work and Industrial Conflict**

Spring, weeks 7-14. 2 credits.

R. Stern.

A concentrated examination of the sociology of industrial conflict. The seminar focuses on classic formulations of conflict theory in sociology, then the social, political, economic causes of industrial conflict. Forms of conflict to be studied include strikes, turnover, absenteeism, and sabotage. Some discussion of the implications of various types of worker management of firms for industrial conflict will be included.

**728 Theories of Motivation and Leadership**

Spring. 2 or 4 credits. Prerequisites: ILROB 520 and 521.

T. Hammer.

Two independent but sequence-connected minicourses.

(1) Theories of Work Motivation. 7 weeks. 2 credits.

Course will provide an introduction to basic concepts of human motivation in general, with particular emphasis on the theories that explain and predict work motivation. Students will examine the empirical research that tests the validity of the theories and shows how and under what conditions different motivation models can be used in practice in work organizations.

(2) Theories of Leadership and Power. 7 weeks. 2 credits.

Several current microtheories of leadership-power and related research are examined. The disciplinary perspective employed is social psychology and the level of analysis emphasized is action and experience of individuals in groups.

**729 Organizational Change and Intervention**

Fall. 3 credits. Graduate students only; no exceptions.

L. Williams.

This seminar is concerned with planned and unplanned change in organizations. It is designed to analyze theory in practice. Particular attention will be paid to the role of internal and external change agents. Several applied research programs such as the Center for Creative Leadership, Tavistock, and SRC will also be examined. Class members will be encouraged to analyze contemporary changes such as mergers and acquisitions.

**770 The Cultures of Work Organizations**

Fall. 3 credits. Open only to graduate students.

H. Trice.

The course considers both administrative and occupational cultures in the workplace. It takes an anthropology perspective, focusing on ideologies as the main ingredient of cultures but emphasizing the role of cultural forms, e.g., myths, stories, sagas, language, rites and ceremonials, and physical settings of meaning. It pays special attention to the place of subcultures and countercultures in the makeup of administrative culture and to occupations as a major source of subcultures. The role of the environment in which organizations are embedded, and its influence on workplace cultures, is also included. Forms of cultural leadership and approaches to reading and changing cultures are also considered.

**772 Interpretative and Anthropological Approaches for Studying Organizations**

Fall. 3 credits. Prerequisites: two graduate-level courses in organizational behavior, sociology, anthropology, or psychology.

S. Barley.

Focuses on a variety of interpretative and anthropological methods for studying and analyzing organizational life. By reading and discussing examples of published research and by conducting their own field research, students will become familiar with the following research traditions as they have been used in organization studies: participant observation, ethnography, ethnomethodology, ethnosemantics, textual analysis, graphic analysis, and critical theory. The constraints and benefits of each approach will be emphasized as will be the actual research procedures used by those who employ the approach.

**798 Internship**

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**799 Directed Studies**

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**920 Organizational Behavior Workshop**

Fall. 2 credits. Limited to M.S. and Ph.D. candidates in the department. S-U grades only.

Staff.

This workshop is designed to provide a forum for the presentation of current research undertaken by faculty members and graduate students in the Department of Organizational Behavior and by invited guests. All M.S. and Ph.D. candidates in the department who are at work on their theses are strongly urged to enroll. Each student in the course will be expected to make at least one presentation during the year, focusing on the formulation, design, execution, and results of that student's thesis research.

**PERSONNEL AND HUMAN RESOURCE STUDIES**

J. Boudreau, chair; J. Bishop, R. Bretz, V. Briggs, L. Dyer, W. Frank, B. Gerhart, G. Milkovich, R. Risley, E. vonBorstel, W. Wasmuth.

**260 Personnel Management**

Fall, spring, and summer. 3 credits. Open only to ILR students. Non-ILR students may take ILRPR 461.

Staff.

An introductory overview of the management of human resources from an institutional perspective. Topics include human resource decisions dealing with staffing, employee development, work-system rewards, and employee relations. Emphasis is on (a) problem-solving and decision-making approaches; (b) operational methods, technologies, and practices; (c) application of relevant behavioral science theory and research; and (d) legislation and other environmental constraints having an important bearing on the effective utilization of human resources by an enterprise.

**266 Personal Computer Basics**

Fall, spring, and summer. 2 credits. Limited to 20 students.

E. vonBorstel.

This 7-week course provides basic skills in the use of IBM personal computers (PCs). It covers basic hardware, terminology, fundamentals of the Disk Operating System, LOTUS 1-2-3, and dBASE III Plus. Emphasis is placed on hands-on experience using examples demonstrating human resource issues and PC-based solutions. This course is a prerequisite to several advanced Human Resource Management electives.

**360 Human Resource Economics and Public Policy**

Fall or spring. 3 credits. Open to sophomores, juniors, and seniors.

V. Briggs, J. Bishop.

A review of contemporary labor-market trends, data systems, and theories pertaining to public efforts to use and develop the employment potential of the nation's human resources. The major segments of the nation's educational training enterprise—public education, higher education, employer-provided training, apprenticeship, and special training programs for the disadvantaged—is examined in depth. Special policy issues pertaining to youth, rural workers, welfare reform, job creation, worker relocation, economic development, targeted tax credits, industrial policy, and "enterprise zone" proposals will be examined. Comparisons are made with other industrialized nations.

**361 Effective Supervision**

Fall or summer. 3 credits. Limited to juniors and seniors. Prerequisite: ILRPR 260 or equivalent.

W. Wasmuth.

This course covers twenty-five major topics that make a critical difference in the life of a newly appointed or experienced supervisor. Theoretical and real-life case examples are provided from office, factory, union, nonunion, large, and small organizations and cover technical, psychological, social, and political issues at the supervisory level.

### 365 New York State Human Resource and Employee Relations Issues and Policies

Fall or spring. 3 credits. Open to I&LR students participating in an Albany internship. Staff.

This seminar will consider functions, current issues, and policy development in New York State human resource development and employee relations. The role of the state in protective labor law administration; human resource programs; its function as a neutral party in labor disputes in the public and private sector; and legislation affecting employee-employer relations and economic development will be reviewed. Students will be assigned individual research topics that will be discussed in the seminar and developed into a term paper.

### 366 Women at Work

Fall or spring. 3 or 4 credits. Prerequisite: ILRPR 260 or equivalent. Staff.

Various aspects of female occupational roles in twentieth-century United States. Historical, social, and legal factors that influence women's choice of careers, work socialization and training, and subsequent labor-market experience are considered. Working women's entry-level jobs, opportunities for advancement, and income are compared to men's.

### 460 Human Resource Management for Small Business

Fall. 4 credits. R. Risley.

This course will be taught using a series of case studies developed from small firms. After an initial introductory section exploring the human resource management issues most critical to the growth and development of small businesses, the balance of the course will focus on selected human resource management issues raised by the various case studies. Students will analyze the problems of each case and prepare a report setting forth their recommendations for resolving the human resource problems and achieving the desired business objectives. Every second week the class will meet for a two-hour session to present and discuss the student reports concerning each case. Owners and managers of the small business firms studied will be present to discuss each case with the students.

### 461 Human Resource Management in Organization

Fall and spring. 4 credits. Open to juniors and seniors out-of-college ONLY. R. Bretz, W. Frank.

An introductory level survey course that is designed to introduce the student to the methods and processes of human resource management in work organizations. It is primarily intended to acquaint non-industrial relations majors with the personnel management function so that they may better understand the rationale behind human resource decisions. Factors external to the organization are discussed in regard to their impact on human resource decision making. The course includes the integration of topics such as analyzing and designing jobs; the causes and consequences of employee satisfaction, attendance, and turnover; motivating and evaluating employee performance; recruiting and selecting employees; compensating the work force; and dealing with organized labor unions. Throughout the

course, emphasis is placed on the importance of the supervisor or manager in the implementation of personnel policy.

### 468 Strategic Organization and Human Resources Management Simulation

3 credits. Limited to juniors and seniors. Prerequisite: ILRPR 260 or equivalent. W. Wasmuth.

This course uses a simulation model and an open-systems approach as means to enhance students' skills in strategic planning and managerial decision making. Attention will be given to the implications and efforts of strategic human resources managerial and supervisory decisions as measured by ten organizational performance indicators, including quality of work life, employee productivity, customer satisfaction, employee retention, internal control, and the bottom line. Each student will be assigned to a group (team) of five members and must be committed to the work of that group. An individual research paper is also required.

### 469 Immigration and the American Labor Force

Fall. 3 credits. V. Briggs.

Assesses the role that immigration continues to play as a source of human resource development in the United States. Immigration will be placed in an evolutionary context but primary attention will be given to post-1965 development. In addition to legal immigration, border commuters, illegal immigration, "maquiladoras," refugees, asylees, and nonimmigrant workers are also examined. Comparisons are also made with immigration systems of other nations. Public policy aspects are explored in depth.

### 495 Honors Program

Fall and spring (yearlong course). 3 credits each term. For description, see the section on Collective Bargaining, Labor Law, and Labor History.

### 497-498 Internship

Fall or spring. 3 and 6 credits. For description, see the section on Collective Bargaining, Labor Law, and Labor History.

### 499 Directed Studies

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

### 560 Personnel Management

Fall or spring. 3 credits. Open only to graduate students. Staff.

A survey course covering the major areas of the management of human behavior in work organizations. Consideration is given to such aspects of personnel work as job analysis, motivation, human resource planning, recruitment and selection, training, management development, organization development, compensation, and employee and labor relations. Emphasis is on the application of theory and research to the solution of personnel problems.

### 653 Personnel and Human Resource Management: Policy and Practices

Fall. 4 credits. Limited to 30 students, seniors and graduate students only. Prerequisites: ILRPR 260/560, electives in personnel and human resource management, and permission of instructor. R. Risley.

This seminar will be concerned with issues of current importance to leading practitioners and explore the policies and practices developed to meet organizational goals. Changing concepts of the P/HR function within organizations and new policies and programs to meet changing needs will receive special attention. Outstanding leaders from the practitioner area will serve as guest seminar leaders during the term. Students will be required to do background reading for each topic as well as read the advanced material prepared by the guest leader. Students should be prepared to be active participants in the seminar discussions.

### 657 Employer Training: Economic and International Perspectives

3 credits.

J. Bishop.

Examines the training and learning that occurs on jobs from both an economic and comparative international perspective. Will investigate the scale of the training enterprise, how it is accomplished, why some companies and nations train much more than others and what impact training has on organizational performance and national competitiveness. Training will also be examined from the worker's perspective. The distinction between training and learning, how individuals influence the amount of training they receive and what determines the amount and kind of training they desire. The training institutions and customs of countries like Japan, Sweden, Germany, France, and the United Kingdom will be compared to their American counterparts and an effort will be made to understand why investments in employer training are so much more substantial in Japan and Germany than in the United States and whether there is any role for public policy in the stimulation or improvement of employer training.

### 658 Training and Development: Theory and Practice (also Education 685, Communication 685, and International Agriculture 685)

Spring and summer. 4 credits.

F 9:05-12:05. W. Frank, D. Deshler, R. Colle.

Analysis, design, conduct, administration, and evaluation of training programs for the development of human resources in small-farm agriculture, rural health and nutrition, literacy and nonformal education, and general community development. Designed for scientists, administrators, educator-trainers, and social organizers in rural and agricultural development programs in the United States and abroad.



**659 Internal Staffing: Managing Careers in Organizations**

Spring or summer. 4 credits. Limited to 30 students. Prerequisites: ILRST 210/510 and ILRPR 260/560 or equivalent and permission of instructor.

Staff.

Analysis of the movements of people within organizations and the management of career development processes. Selected topics include job search and choice processes, career planning methods and techniques, career and life stages, mentorships, employment security programs, midlife career changes, career and family integration, criteria for internal promotions, succession planning, and the role of performance evaluation and assessment centers in placement decisions.

**660 Seminar in Personnel or Human Resource Studies**

Fall or spring. 3 credits.

Staff.

A "floating" seminar designed to give faculty and students an opportunity to pursue specific topics in detail, with an emphasis on theory and research. Topics vary from semester to semester. Interested students should consult current course announcements for details.

**661 Applied Personnel and Organizational Development Practice**

Spring. 3 credits. Prerequisites: undergraduates, ILRPR 260; graduate students, ILRPR 560 or equivalent.

Staff.

Deals with personnel development technique and organizational development intervention methodology. Students examine and practice group methods, feedback and processing technique, active listening, one-to-one counseling, behavior modeling, role playing, the case method, team building, survey-guided intervention, and other relevant methods, techniques, and issues. This course combines pertinent literature with the opportunity for hands-on practice in a workshop setting. Students have responsibility for developing and delivering scholarly papers that explore a specific method, technique, and/or critical issue. In addition, a final project requires a comprehensive proposal that describes an organizational development intervention.

**662 Managing an Organization through Simulation Training**

Spring or summer. 3 credits. Limited to a total of 40 ILR and hotel administration students, seniors and graduate students only. Prerequisite: ILRPR 260/560 or equivalent and permission of instructor.

W. Wasmuth.

Techniques of simulation are applied to a hotel banquet facility to enable students working in a small group (task force) to accomplish the following objectives: (1) plan and develop strategies to solve a variety of realistic problems in a supportive low-risk simulated setting; (2) provide direct feedback to the participants as to the effects of their decisions on ten organizational performance indicators, including morale, turnover, productivity, customer satisfaction, and profit/loss; (3) understand the interrelationships of the indicators and of various parts of an organization through an open systems approach; (4) develop an awareness of how group interaction affects the quality and timeliness of team decision making; (5) demonstrate communica-

tion skills in organizing and reporting significant results of team accomplishments. Also, each student will prepare an individual research project that focuses on some aspect of the simulation experience.

**663 Performance Appraisal and Organizational Effectiveness**

Fall. 4 credits. Limited to 30. Prerequisites: ILRPR 260/560 and one course in statistics.

R. Bretz.

This course covers the measurement and evaluation of both individual and organizational performance. It is based on the concept that organizational effectiveness and performance are largely a function of the effectiveness and performance of individuals within the organization. Improving organizational effectiveness and productivity involves improving the effectiveness and performance of individuals and work groups that make up the organization. The course begins by exploring the concept of organizational effectiveness, proceeds with a treatment of the measurement of work performance at the individual and group levels, and concludes with an emphasis on planning, measuring, and controlling organizational performance through the integration of performance from the organization to the individual levels. Different methods of appraising performance are considered and evaluated in terms of their impact on the individual, the appraiser, and the organization.

**664 Seminar in Organizational Communication**

Spring. 3 credits. Prerequisite: permission of instructor.

W. Frank.

Seminar centers on selected issues and relevant research involved in the study of communication with formal organizations. Organizational structure and design, patterns of information flow, and individual and group determinants of communication effectiveness will be important concerns.

**665 Case Studies in Personnel Administration**

Spring. 4 credits. Enrollment limited.

Prerequisite: ILRPR 260/560 plus two other courses in personnel and human resource studies and permission of instructor.

Staff.

An analysis of personnel management activities and their impact on organizational objectives and administration. Cases, incidents, and field data derived from a variety of institutional settings provide a framework for examining and explaining the various roles played by personnel managers. Students with a special interest in personnel are encouraged to use this course as a "capstone" to their studies.

**666 Cost-Benefit Analysis for Human Resource Management**

Spring. 4 credits. Prerequisites: ILRPR 260/560 or equivalent, one course in statistics, one elective in personnel and human resource studies, and permission of instructor.

J. Boudreau.

This seminar explores how to account for the contribution of personnel and human resource management programs and decisions to achieving organizational goals. It emphasizes a systematic decision-making system that organizes the discipline of personnel and human resource management and can assist in planning and evaluating programs. Topics include the role of financial-accounting statements in managing personnel and human resources, cost-benefit analysis for programs, managing human resources as a profit center, and identifying personnel and human resource management constituents to address their goals.

**667 Employee Relations**

Fall. 4 credits. Prerequisites: ILRPR 260/560 or equivalent and permission of instructor.

L. Dyer.

Explores the policies, programs, and practices used by employers to promote the just and humane treatment of employees, especially managerial, professional, and other employees not covered by collective bargaining contracts. Includes such policies as the protection of employee rights and the nature of processes used to allocate organizational opportunities and rewards; such programs as employee assistance plans and due process procedures; and elements of such practices as employee communication and supervision. Treats these as a "package" to be considered in totality and developed strategically. Considers variations in employee relations strategies, the motives of employers in establishing such strategies, and the effects of these strategies on relevant individual and organizational outcomes.

**668 Staffing: Employee Selection and Utilization**

Fall or spring. 4 credits. Prerequisites: ILRST 510/511 and ILRPR 260/560 or equivalent, plus ILRPR 266; working knowledge of factor analysis, item analysis, regression analysis, and ANOVA; and permission of instructor.

J. Boudreau.

An analysis of the staffing process as applied to employing organizations. Topics include employment planning, recruitment, selection processes and techniques, legal issues in selection, and the relationship between staffing and other organizational practices.

**669 Administration of Compensation**

Fall or spring. 4 credits. Limited to 30 students. Prerequisites: ILRPR 260/560 or equivalent, ILRPR 266 and basic statistics or permission of instructor.

B. Gerhart, G. Milkovich, R. Risley.

Major emphasis is on the decisions and issues involved in the design and administration of pay systems. Topics include behavioral and economic theories and research related to compensation, administration, and factors influencing decisions about pay levels, hierarchies, forms, and administration of pay. Also focuses on the effects of various pay systems on employee behaviors and firm performance.

**690 Personnel Information Systems**

Spring. 4 credits. Limited to 20 students.  
Prerequisites: ILRPR 260/560 or the equivalent; ILRPR 266; advanced electives in personnel; at least one course in statistics; and permission of instructor.

B. Gerhart.

Explores the development, implementation, and management of computerized personnel information systems and their use in human resource management. Intermingles two types of activities. One (the more theoretical) involves the study of the essential components of such systems and the steps involved in designing and running them. The other (the more applied) involves the actual use of systems on both the PC (e.g., dBASE III PLUS) and the mainframe (e.g., SAS). Considerable in- and out-of-class time is spent working through a series of exercises that require (1) the identification of data needs, (2) the retrieval of appropriate data from one of two databases, (3) data analysis, and (4) data presentation. The objective is for students to develop the skills needed to become intelligent users of database management systems in personnel work.

**691 Human Resource Planning**

Spring. 4 credits. Limited to 30 students.  
Prerequisites: ILRPR 560 or equivalent, one course in statistics, and permission of instructor.

L. Dyer, G. Milkovich.

The process of human resource planning as practiced by public and private employers. Included are topics such as forecasting human resource needs, programming, techniques to meet forecasted needs, and methods of controlling an organization's supply of human resources. The seminar is organized around a computer simulation game in which students make policy and program decisions for a fictional organization. Decisions are evaluated on the basis of their contributions to the organization's human resource and profit objectives.

**692 Training the Displaced and Disadvantaged**

Fall or spring. 3 credits. Prerequisite: permission of instructor.

J. Bishop.

Examines public and private efforts to lower unemployment and underemployment of displaced and disadvantaged workers. The seminar examines the scope of the problem, its causes, and why specific programs have worked and others have not. Topics covered will include training for displaced workers, rehabilitation of the disabled, job-search training, tax credits for hiring, vocational training, literacy instruction, EEO, public service employment, assisting new business, and industrial policy. The seminar also investigates how the structure of the economy influences the ability of targeted training and job creation to achieve sustained reductions in unemployment and draws lessons from the experience of other societies.

**693 Design and Administration of Training Programs**

Spring. 3 credits. Prerequisites: ILRPR 560 or equivalent and permission of instructor.

W. Frank.

An analysis and exploration of the training and retraining function as applied in business, government, and industrial organizations. Consideration is given to learning theory as well as to the concept framework and practical

approaches with which learning activities are developed at the workplace at all levels.

**694 Personal Computer Applications in Human Resource Management and Labor Relations**

Spring. 4 credits. Limited to 22 students.  
Prerequisites: ILRPR 260/560 or equivalent; ILRPR 266; at least one upper-level PHRS elective; basic statistics; and permission of instructor.

J. Boudreau, B. Gerhart.

Personal computers are gaining increasing use in organization decision making. This is true in human resource management and labor relations as well as in other areas. This course is designed to present students with current personal computer software packages and to explore how they can be used to improve human resource decision making. The course involves hands-on personal computer cases designed to present human resource situations that can be analyzed using PC applications. In addition, students will have opportunities to design their own applications and present them to the class.

**695 Education, Technology, and Productivity**

Fall. 3 credits.

J. Bishop.

The seminar investigates the nexus between the education and training occurring in schools and at the workplace and the technological progressiveness, productivity, and competitiveness of firms, individuals, and nations. We will investigate (1) how technological progress is changing the nature of work and what this implies for reform of education and training, (2) why United States productivity has not increased in the past fourteen years, (3) how education and training contribute to the growth and competitiveness, (4) why educational achievement has declined, and (5) how the responsibility for education and training should be apportioned among individuals, firms, private nonprofit organizations, and government.

**696 Personnel Administration and Government Regulations**

Fall. 4 credits. Prerequisite: ILRPR 260 or equivalent.

R. Risley.

A survey and analysis of government legislation and regulations affecting human resource management in nongovernment organizations, examining the framework within which management must operate. Government agencies' methods of enforcement of such regulations and the firms' responsibilities for failure to comply with these legal requirements are considered. Emphasis will be on human resource policy development and administration to meet legal requirements. Topics include FLSA, OSHA, ERISA, Employee Rights, Employment at Will, EAP and Title VII.

**698 International Human Resource Policies and Institutions**

Fall. 3 credits.

J. Bishop.

A comparative study of human resource policies and institutions in Western Europe, North America, Japan, and East Asia (with special emphasis on math and science education) and of the effects of these institutions on productivity, growth, and equality of opportunity. The institutions studied include primary and secondary education, apprenticeship and higher education. Data on the consequences of

policies is presented and an effort made to understand how human resource policies and institutions have contributed to the rapid growth and low levels of inequality in Europe, Japan, and the Pacific Rim nations. Another focus of the course is understanding the causes of the low levels of achievement of American high school students relative to their counterparts abroad.

**699 Contemporary European Labor Markets**

Spring. 3 or 4 credits (1 additional credit available for those who elect to prepare a special report).

J. Bishop.

Aggregate unemployment rates in Europe have risen from 3-4 percent in the 1960s to 11 percent in the late 1980s. The course is an examination of the causes and consequences of this transformation of European labor markets. In the process of addressing these questions, we review the recent history of these economies, their labor market institutions, and government labor market policies in a comparative framework. Some European nations—Sweden, Norway, Switzerland, and Austria—have kept their unemployment rates low and the reasons for their success will be explored. The question of why economies that performed so well in the 1960s are performing so poorly now can only be addressed in the context of an overall theory of unemployment. The course examines the debate that currently rages over the causes of European unemployment and between the advocates of Keynesian, new classical (rational expectations and real business cycle theorists), and new Keynesian (efficiency wage, implicit contracts, and overlapping contracts) theories of aggregate unemployment.

**760 Seminar in Personnel or Human Resource Studies**

Fall or spring. 3 credits. Prerequisites: ILRPR 560, ILRST 510/511, and ILRPR 669 and permission of instructor.

Staff.

A "floating" seminar designed to give faculty and students an opportunity to pursue specific topics in detail, with an emphasis on theory and research. Topics vary from semester to semester. Interested students should consult current course announcements for details.

**761 Human Resource Economics and Public Policy**

Spring. 3 credits.

V. Briggs.

A review of contemporary labor-market trends, data collection systems, and theories as they relate to public policy efforts to develop the employment potential of the nation's human resources. The major segments of the nation's educational training enterprise—public education, higher education, employer-provided training, apprenticeship, and special training programs for the disadvantaged—are examined in depth. Special policy issues pertaining to youth, rural workers, welfare reform, job creation, industrial policy, wage subsidies, and worker relocation will be examined. The role of research to policy formulation and methods of evaluation of social programs will be reviewed. Comparison will also be made with other industrialized nations.

**769 Topics in Compensation Theory and Research**

Fall. 4 credits. Prerequisite: ILRPR 669.

G. Milkovich.

Examines recent developments in theory, research, and practice related to compensation. Discussion emphasizes the relevance of theory and research to compensation decision making. Topics include strategic perspectives, variable compensation including gainsharing, bonus, spot awards, etc., risk and leverage in pay, egalitarian and meritorious structures, and the relationship between pay, employee behaviors, and organization.

**798 Internship**

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**799 Directed Studies**

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

**960 Workshop in Personnel and Human Resource Studies**

Fall or spring. 2 credits. Enrollment limited to M.S. and Ph.D. candidates. S-U grades only. Staff.

The workshop is designed to provide a forum for the presentation and critical discussion of current research being undertaken by graduate students, faculty members, and invited guests in the field of personnel and human resource studies. All M.S. and Ph.D. candidates in the Department of Personnel and Human Resource Studies are urged to enroll; candidates in other departments are cordially invited to do so. Each participant will have an opportunity to benefit from the collective wisdom of the others in the formulation, design, and execution of his or her research, as well as to become current on the latest developments in the field.

## INTERDEPARTMENTAL COURSES

**150 Employment Policy and Practice**

Fall or spring. 3 credits.

O. Mitchell.

The object of this course is to introduce non-ILR students to labor market policy and practice. Throughout the semester we emphasize topical issues and problems, including effective compensation policy, the value of education and training, causes and consequences of women's work and poverty, racial differences in labor market status, the political economy of income support programs, the current and future status of labor unions, the impact of baby boomers on pay and promotion, the proper role of regulation in the labor market, the productivity gap, and how trade and migration affect wages and jobs. Other topics will be added depending on student interest.

**451 Science, Technology, and the American Economy**

Fall or spring. 4 credits.

V. Briggs.

Examines the influences of the growth of science and the spread of technology on the development of the American economy. Although attention will be given to evolutionary influences, the primary focus will be upon the post-World War II experiences as a result of the introduction of electronics. The vantage point will be the linkage of these developments with employment, unemployment, income,

and productivity considerations. Public policy issues such as research and development policy, national defense priorities, the development of the biotechnology industry, the agricultural revolution, savings and investment rates, retraining and education needs, etc., will be explored. The experiences of other industrial nations will also be discussed.

**452 Writing in Industrial and Labor Relations**

Fall or spring. 3 credits. Limited to 20 students.

J. Farley.

This course will require close reading of four books in the field of industrial and labor relations and careful writing about them. Students will also have an opportunity to practice writing about the world of work for different audiences with an eye to publication.

## ILR EXTENSION

**Metropolitan**

The following courses are open only to participants in the Extension Division in New York City. These courses are not open to undergraduate or graduate students matriculated in the Ithaca ILR programs. ILR Credit and Certificate Program courses at the Labor College are offered for four credits. Courses and course credits earned in Extension Division certificate programs are not automatically accepted as transfer credits or as a basis of admission to the resident ILR undergraduate and graduate programs in Ithaca. Student applications for course transfer are evaluated by the ILR school on an individual basis.

**210 Statistical Reasoning I**

Fall or spring. 4 credits.

An introduction to the basic concepts of statistics: measures of location and dispersion, estimation and confidence intervals, hypothesis tests, regression and correlation. Students are taught to use a computer at the beginning of the term and use it for weekly assignments.

**260 Personnel Management**

Fall or spring. 3 credits.

Focuses on management of personnel in organizations. Deals with manpower planning, recruiting, selection, wage and salary administration, training, performance appraisal, organizational development, and the administration of personnel department activities. Special attention is paid to government manpower policy and its implication for personnel management.

**301 Labor Union Administration**

Fall or spring. 3 credits.

A review of the operations of American unions, including a general theoretical framework but with major emphasis on practical operating experience. The course will consider the formal government of unions; organizational or institutional purposes and objectives and how these are achieved; underlying structure and relationship among members, locals, and national organizations; the performance of the primary function of organizing; negotiating; contract administration; and the effect of the Landrum-Griffin Act.

**326 Sociology of Occupations**

Fall or spring. 3 credits.

Focuses on (1) the changing character of American occupations within the context of social change; (2) occupational status—differences in income, prestige, and power and the resultant general phenomenon of social stratification; (3) vertical and horizontal occupational mobility; (4) recruitment and socialization into occupational roles; (5) the process of professionalization; and (6) comparison of personnel occupations with the career and organizational patterns of other occupations. A major sociological theme is the relationship between occupational structure and workplace structure.

**346 Economics of Collective Bargaining**

Fall or spring. 3 credits.

Economic aspects of the negotiation, terms, and effects of union-management agreements at the individual firm, industry regional, and national levels. Topics examined include forces influencing contract demands and terms, employer adaptation to higher wages and benefits; interindustry differences in competitiveness, firm size, and markets; regional location of industry, international competition; government regulations; labor supply; inflation, recession, and unemployment.

**350 History of Industrial Relations in the United States**

Fall or spring. 3 credits.

This review of the history of industrial relations in the United States emphasizes developments in the twentieth century. The course concentrates on the American worker, both union and nonunion; labor movements; and the environmental forces that have shaped industrial relations in the United States. Readings are selected from scholarly accounts and original sources.

**351 Collective Bargaining**

Fall or spring. 3 credits.

A comprehensive study of collective bargaining; the negotiation and scope of contracts; the day-to-day administration of contracts; the major substantive issues in bargaining, including their implication for public policy; and the problem of dealing with industrial conflict.

**352 Labor Relations Law and Legislation**

Fall or spring. 3 credits.

A survey of the law governing labor relations. The legal framework in which the collective bargaining relationship is established and bargaining takes place is analyzed. Problems of the administration and enforcement of collective agreements are considered, as are problems of protecting individual employee rights in the collective labor relations context. Also serves as an introduction to the legal system and method and to legal and constitutional problems of governmental regulation of industrial and labor relations.

**353 Statistics (Statistical Reasoning)**

Fall or spring. 3 credits.

An introduction to the basic concepts of statistics: description of frequency distribution (averages, dispersion, and simple correlation) and introduction to statistical inference. Prerequisite to certain specialized courses on applications of statistics offered in various departments.

**367 Safety and Health in the Workplace**

Fall or spring. 3 credits.

To provide basic education and training in workplace safety and health. The course will focus on applicable federal and state laws, standards for safety and health, industrial hygiene, and such health concerns as asbestos, radon, and AIDS. Practical experience will be provided through workplace walk-through safety and health inspections and in use of industrial hygiene equipment that measure noise, temperature, humidity, airflow, and airborne toxics.

**400 Union Organizing**

This course explores various aspects of unions' attempts to organize workers; why some workers join unions and others do not; the techniques used by both unions and employers during organizing campaigns; and the present law of organizing and proposed amendments to the law.

**440 Health, Welfare, and Pension Plans**

Fall or spring. 3 credits.

An analysis and appraisal of private health, welfare, and pension plans. A consideration of the origin and development of employer, union, and joint programs and a critical examination of the financing, administration, and general effectiveness of the plans.

**602 Arbitration**

Fall or spring. 3 credits.

A study of the place and function of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the handling of materials in briefs or oral presentation, the conduct of an arbitration hearing, and the preparation of an arbitration opinion.

**681 Labor Relations Law**

Fall or spring. 3 credits.

An advanced course in labor law, covering such topics as emergency labor disputes, legal problems of labor relations in public employment, labor and the antitrust laws, civil rights legislation, rights of individual employees and union members, and legal problems of union administration.

**684 Employment Discrimination and the Law**

Fall or spring. 3 credits.

An examination of legal problems involving employment discrimination based upon race, color, religion, sex, national origin, or age. The impact of developing principles of law on preemployment inquiries and testing, seniority and promotions, and other personnel policies, practices, and procedures will be discussed. The prerequisites of affirmative action under Executive Order No 11246, as amended, will be analyzed. Special attention will be given to the role of state law in resolving employment discrimination claims and the procedural framework for raising and adjudicating such claims before administrative agencies and the courts.

**687 Current Issues in Collective Bargaining**

Fall or spring. 3 or 4 credits.

An intensive study of the most significant current issues and problems facing employers and unions in their relations with each other, with particular emphasis on the substantive matters in contract negotiations and administration of the provisions of collective bargaining agreements. A major research paper is usually required.

**Statewide**

The following courses are open to participants in the Extension Division's statewide credit programs in labor studies and management studies. Extension offices are based in Buffalo, Albany, Rochester, Ithaca, New York City, and Long Island. These courses are not open to undergraduate or graduate students matriculated in the Ithaca ILR programs.

**241 Arbitration**

3 credits.

A study of the place and function of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the handling of materials in briefs or oral presentation, the conduct of an arbitration hearing, and the preparation of an arbitration opinion.

**242 Public Sector Collective Bargaining**

Fall or spring. 3 credits.

This course is designed as an introduction to collective bargaining in the public sector. The course examines the historical development of bargaining in public employment, the evolution of state and federal bargaining theory and practices, as well as impasse resolutions techniques frequently found in this sector. Special emphasis will be given to developing an understanding of the similarities and differences between public and private sector bargaining and how they have affected tactics and strategies employed by the parties.

**243 Growth of American Business and Management History**

Fall or spring. 3 credits.

The growth and cycles of American business enterprise produced significant changes in education, government, work, the family, the ethnic composition of the population, and the landscape. As business and industry expanded, new methods evolved for managing these enterprises. This course will examine the development of managerial practices, the relationship of management to the work force, and the social ramifications of capitalist expansion.

**245 Public Sector Labor Law**

3 credits.

A survey and analysis of the New York State Public Employees Fair Employment Act is made as well as a comparison with other state laws covering public employees. The course will examine the extent to which the law protects and regulates concerted actions by employees in the public sector. The intent is to study and understand the law as written, but more importantly how it has been interpreted by the courts of New York State in its application. Major emphasis will be employee and employer rights, including recognition and certification, improper practices, strikes, grievances, and disciplinary procedures of the New York State Public Employment Relations Board.

**247 Labor and the American Economy**

3 credits.

Will help the student understand how economic theories relate to the economic problems confronting the American citizen in general and the American union member in particular. Emphasis will be placed on contemporary economic theories and how their proponents attempt to solve American economic problems.

**251 Principles and Practices of Management**

Fall or spring. 3 credits.

Presents the theory and processes of management with an emphasis on supervision. Management functions of planning, organizing, staffing, and evaluating are included. Concepts and theories are presented, and case studies are analyzed. Motivating people, exercising leadership, and effectively developing employees are emphasized.

**252 Contract Bargaining**

Fall or spring. 3 credits.

Examines the principles of contract bargaining, including bargaining environments and structures as well as standards used in bargaining. Students will learn to prepare bargaining demands, cost economic items, draft noneconomic contract language, negotiate economic and noneconomic issues, and resolve a contract bargaining impasse. The course will consider the impact of contract bargaining outcomes on workers, unions, employers, and the public.

**253 Contract Administration**

Fall or spring. 3 credits.

Focuses on the role of the steward in administering the union contract in the workplace. Students will evaluate grievance and arbitration contract clauses, the grievance procedure in practice, the role of the union steward, the role of local and international unions, negotiation of grievances, and preparation for arbitration. Students will analyze the impact of grievance and arbitration procedures on workers, unions, and employers.

**254 Labor Law**

Fall or spring. 3 credits.

Examines the principles of labor law by looking at social philosophy and the historical context of federal labor legislation from the 1930s. Students will concentrate on major provisions of the National Labor Relations Act, examining how the National Labor Relations Board and the federal courts have interpreted the national labor laws. Discussion will include new directions in labor legislation and interpretation with consideration given to the impact of labor law on workers, unions, and employers.

**255 Labor History**

Fall or spring. 3 credits.

Reviews American labor history from the perspective of workers' social dimensions of the development of the working class, reform and revolutionary movements, and the emergence of craft, industrial, and public employee unions. Included will be a discussion of the development of trade union institutions and leaders and the evolution of union political activities and collective bargaining. Special attention will be paid to the involvement of women and minority workers with unions.

**256 Dispute Resolution**

Fall or spring. 3 credits.

Examines third-party participation in dispute resolution in private and public sector collective bargaining. Development of dispute resolution methods in American labor relations; issues and practices in neutral, binding arbitration of grievances and mediation; conciliation; and fact finding procedures will be discussed. We will also look at exclusive labor-management mechanisms to settle industry disputes.



**257 Personnel Administration**

Fall or spring. 3 credits.

Designed to provide an overview of personnel practices in the modern organization. It will focus on manpower planning, employment, training and development, motivation and compensation, and performance appraisal and communication for students who are currently supervisors or personnel practitioners or for those aspiring to those positions.

**258 Organizational Behavior**

Fall or spring. 3 credits.

Designed to illustrate how behavioral science theory leads to research and how theory and research provide a basis for practical application in business, industry, education, and government.

**259 Union Administration**

Fall or spring. 3 credits.

Focus is on the principles and practices of effective union administration. Students will study the dynamics of democratic organizations and the development of organizational leadership. The course explores alternative methods of decision making and lines of responsibility. The legal obligations of unions and union officials will be discussed and analyzed. The course also examines the structure and evolution of relationships inside the labor movement.

**263 Trends in Worker Participation**

Fall or spring. 3 credits.

This course will examine the existence of worker participation models in the context of our changing global economy. We will examine both the external and internal forces that are giving rise to greater labor-management cooperation on the one hand, and increased management hostility toward unions, on the other. We will examine the historical struggle of workers and management for control over the work process and the impact that decades of Taylorism have had in shaping the labor-management relationship. We will review worker participation structures in Germany, Sweden, and Japan, and discuss their usefulness as a model for the American workplace. Finally, it will examine case studies of joint-decision making approaches in U.S. workplaces, with a special emphasis on the auto industry.

**264 Contemporary Labor Problems**

Fall or spring. 3 credits.

A survey of the major challenges that confront the American labor movement. Students are briefed on the background of each problem and discuss and analyze a broad range of solutions proposed by the experts.

**357 Labor Education I**

Fall or spring. 3 credits.

An examination will be made of labor education and its origin, development, scope, form, functions, curricula, goals, issues, and roles in universities, unions, and other organizations. Attention will be devoted to various practical aspects associated with the administration of programs and to labor education as an occupation. The course will involve students in field activities in connection with current Extension Division programs.

**358 Labor Education II**

Fall or spring. 3 credits.

The course will be divided into two parts: Part I is planned to develop an understanding of the theories of program organization and administration, including budgeting, which is necessary if labor education is to be transferred to the local union level. Part II joins theory and practice in the effort to (1) provide rank and file union leaders with the opportunity to develop and use research skills, (2) garner subject matter expertise, (3) formulate course outlines from which to teach, and (4) select appropriate teaching methods and prepare materials for classroom use. Practice teaching is a necessary component of such an advanced course, again providing experiences that combine theory and practice.

**359 Directed Studies in Labor Education**

Fall or spring. 3 credits.

Designed to grant credit for fieldwork under the direction of members of the faculty. Third semester of an intensive training program in labor education for mature students with demonstrated ability to undertake independent work who have been carefully screened and selected for participation in this course. Combines 180 hours of fieldwork in a union education or related program with 3-hour seminars in the classroom. Classroom meetings are devoted to (1) in-depth analysis of union experiences in relation to labor education, theory, method, and techniques, and (2) individual consultations.

**360 Labor Education III**

2 credits.

This is a course designed to give labor educators advanced teaching techniques and specific methodology for expanding their training. Instruction will be combined with practical teaching experience in three, three-hour laboratories. Students will learn to polish their presentation style by studying voice projection, rhetorical techniques, timing and pacing of class units, controlling individual disruptors to the progress of the class, and, finally, summarizing the work accomplished.

**363 Wages and Salary System Design**

3 credits.

An examination of compensation practices and special issues affecting wage and salary systems. Topics to be discussed include: determining pay level and structure, employee equity, incentive plans, and performance evaluation. Will also examine benefits and legislation that are relevant to compensation practices and theories.

**364 Labor, Government, and Politics**

3 credits.

A survey of the ways the American political system affects labor and how organized labor affects the system through voting, political parties, and interest groups.

## FACULTY ROSTER

- Abowd, John M., Ph.D., U. of Chicago. Prof., Labor Economics  
 Bacharach, Samuel, Ph.D., U. of Wisconsin. Prof., Organizational Behavior  
 Barley, Stephen R., Ph.D., Mass. Inst. of Technology. Asst. Prof., Organizational Behavior  
 Bishop, John H., Ph.D., U. of Michigan. Assoc. Prof., Personnel and Human Resource Studies  
 Blumen, Isadore, Ph.D., U. of North Carolina. Prof. Emeritus, Economic and Social Statistics  
 Boudreau, John W., Ph.D., Purdue U. Assoc. Prof., Personnel and Human Resource Studies  
 Boyer, George R., Ph.D., U. of Wisconsin. Assoc. Prof., Labor Economics  
 Bretz, Robert D. Jr., Ph.D., U. of Kansas. Asst. Prof., Personnel and Human Resource Studies  
 Briggs, Vernon M., Jr., Ph.D., Michigan State U. Prof., Personnel and Human Resource Studies  
 Brooks, George W., M. A., Brown U. Prof. Emeritus, Collective Bargaining, Labor Law, and Labor History  
 Burton, John F., Jr., Ph.D., U. of Michigan. Prof., Collective Bargaining, Labor Law, and Labor History/Labor Economics  
 Crivens, Thelma A., J. D., George Washington U. Asst. Prof., Collective Bargaining, Labor Law, and Labor History  
 Cullen, Donald E., Ph.D., Cornell U. Prof., Collective Bargaining, Labor Law, and Labor History  
 Daniel, Cletus E., Ph.D., U. of Washington. Prof., Collective Bargaining, Labor Law, and Labor History  
 DeVault, Ileen A., Ph.D., Yale U. Asst. Prof., Collective Bargaining, Labor Law, and Labor History  
 Doherty, Robert E., Ed.D., Columbia U. Prof., Emeritus, Extension/Collective Bargaining, Labor Law, and Labor History  
 Donovan, Ronald, M. A., U. of Minnesota. Prof., Emeritus, Extension/Collective Bargaining, Labor Law, and Labor History  
 Dyer, Lee D., Ph.D., U. of Wisconsin. Prof., Personnel and Human Resource Studies  
 Ehrenberg, Ronald, Ph.D., Northwestern U. Irving M. Ives Professor of Industrial and Labor Relations and Economics, Labor Economics  
 Farley, Jennie T., Ph.D., Cornell U. Prof., Extension  
 Fields, Gary S., Ph.D., U. of Michigan. Prof., Labor Economics  
 Frank, William W., Ph.D., Michigan State U. Prof. Extension/Personnel and Human Resource Studies  
 Gerhart, Barry A., Ph.D., U. of Wisconsin. Asst. Prof., Personnel and Human Resource Studies  
 Gold, Michael E., LL.B., Stanford U. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History  
 Gray, Lois S., Ph.D., Columbia U. Prof., Extension  
 Gross, James A., Ph.D., U. of Wisconsin. Prof., Collective Bargaining, Labor Law, and Labor History  
 Gruenfeld, Leopold W., Ph.D., Purdue U. Prof., Organizational Behavior  
 Hadi, Ali S., Ph.D., New York U. Asst. Prof., Economic and Social Statistics  
 Hammer, Tove H., Ph.D., U. of Maryland. Assoc. Prof., Organizational Behavior

- Hutchens, Robert M., Ph.D., U. of Wisconsin.  
Prof., Labor Economics
- Jakubson, George H., Ph.D., U. of Wisconsin.  
Asst. Prof., Labor Economics
- Katz, Harry C., Ph.D., U. of California at  
Berkeley. Prof., Collective Bargaining, Labor  
Law, and Labor History
- Korman, A. Gerd, Ph.D., U. of Wisconsin.  
Prof., Collective Bargaining, Labor Law, and  
Labor History
- Kuruvilla, Sarosh C., Ph.D., U. of Iowa. Asst.  
Prof., Collective Bargaining, Labor Law, and  
Labor History
- Lieberwitz, Risa L., J. D., U. of Florida. Assoc.  
Prof., Collective Bargaining, Labor Law, and  
Labor History
- Lipsky, David B., Ph.D., Massachusetts Inst. of  
Technology. Prof., Collective Bargaining,  
Labor Law, and Labor History
- McCarthy, Philip J., Ph.D., Princeton U. Prof.  
Emeritus, Economic and Social Statistics
- Milkovich, George, Ph.D., U. of Minnesota.  
Prof., Personnel and Human Resource  
Studies
- Miller, Frank B., Ph.D., Cornell U. Prof.  
Emeritus, Personnel and Human Resource  
Studies
- Mitchell, Olivia S., Ph.D., U. of Wisconsin.  
Assoc. Prof., Labor Economics
- Risley, Robert F., Ph.D., Cornell U. Prof.,  
Emeritus, Personnel and Human Resource  
Studies/Extension
- Ross, Philip, Ph.D., Brown U. Prof., Collective  
Bargaining, Labor Law, and Labor History
- Salvatore, Nicholas, Ph.D., U. of California at  
Berkeley. Assoc. Prof., Collective Bargain-  
ing, Labor Law, and Labor History
- Seeber, Ronald L., Ph.D., U. of Illinois. Assoc.  
Prof., Extension
- Smith, Robert S., Ph.D., Stanford U. Prof.,  
Labor Economics
- Stern, Robert N., Ph.D., Vanderbilt U. Assoc.  
Prof., Organizational Behavior
- Tolbert, Pamela S., Ph.D., U. of California.  
Asst. Prof., Organizational Behavior
- Trice, Harrison M., Ph.D., U. of Wisconsin.  
Prof. Emeritus, Organizational Behavior
- Velleman, Paul F., Ph.D., Princeton U. Assoc.  
Prof., Economic and Social Statistics
- Wasmuth, William J., D.B.A., Indiana U. Prof.,  
Extension/Personnel and Human Resource  
Studies
- Wells, Martin T., Ph.D., U. of California at Santa  
Barbara. Asst. Prof., Economic and Social  
Statistics
- Williams, Lawrence K., Ph.D., U. of Michigan.  
Prof., Organizational Behavior
- Windmuller, John P., Ph.D., Cornell U. Prof.  
Emeritus, Collective Bargaining, Labor Law,  
and Labor History/ International and  
Comparative Labor Relations